

APPENDIX G

Framework for Tennessee Comprehensive Systemwide Planning Process (TCSPP) Component 5

FRAMEWORK for TENNESSEE COMPREHENSIVE SYSTEMWIDE PLANNING PROCESS (TCSPP)

ABBREVIATED GUIDE

**An Abbreviated Format for Submission
to the Tennessee Department of Education**

August, 2007



**Tennessee Department of Education
Commissioner Lana C. Seivers**

**TDOE MISSION:
HELPING TEACHERS TEACH AND CHILDREN LEARN**

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Tennessee Comprehensive Systemwide Planning Process (TCSPP)

Assurances

with Signature of Director of Schools

I certify that _____ School System has utilized the data and other requirements requested from each department, as shown in the Compliance Matrix 5.1 found in the Framework/Guide, in the development of our TCSPP. The school system will operate its programs in accordance with all of the required assurances and certifications for each program area.

I CERTIFY that the assurances referenced above have been satisfied to the best of my knowledge.

Signature of Director of Schools

Date Signed

INTRODUCTION

This “Abbreviated Guide” has been developed for school system personnel who are already familiar with systemwide planning processes and requirements. It is a “short version” of the Framework/Guide for TCSPP in that it does not contain the activities, resources, and work guides which are designed to assist in building a collaborative process.

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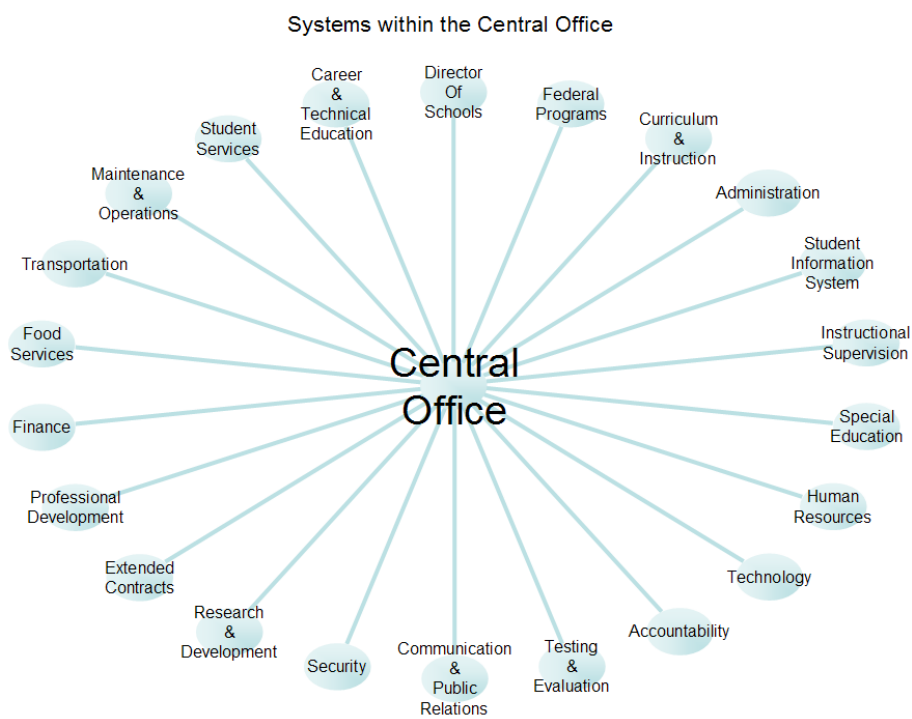
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INTRODUCTION

TENNESSEE COMPREHENSIVE SYSTEMWIDE PLANNING PROCESS (TCSPP)

Currently, Tennessee school systems are involved in developing and implementing multiple systemwide planning processes for, i.e., Title I/Federal Programs, Special Education, Career-Technical, Parent Involvement, Southern Association of Colleges and Schools' (SACS CASI) accreditation, and Technology planning (Radial Diagram 1). With No Child Left Behind, the focus is on accountability, clarity of purpose, and capacity building at the school system level in enabling its schools to make adequate yearly progress and to ensure increased student performance for all students. In working with state identified High Priority schools, one identified variable present in schools was the lack of support and capacity building from the school system's central office to identified schools.

School systems have to be proactive in assisting schools in meeting a higher standard. The TCSPP is a culture changing activity if implemented correctly. School system personnel will act as advocates for the school system's students. In this regard, the school system will act as the agent to speak proactively for its students who cannot speak. The TCSPP focuses on personal questions of individual effectiveness, turf protection versus collaboration, and central office personnel's abilities to support schools and build capacity for improvement. In providing support and capacity for schools, the ultimate question to be answered by central office personnel is: "Am I providing adequate support for all students in this school?"



Radial Diagram 1

For that reason, Commissioner of Education Lana C. Seivers appointed a practitioner-based task force to study current practices in systemwide planning and to seek cost effective and time efficient alternatives. The Task Force found redundancy in data collection, required budgetary planning and requests, and questioning procedures among federal and state agencies which required large amounts of staff time and effort at all levels, and negatively impacted overall efficiency at both the school system and state personnel levels.

The Task Force worked over a year and determined a set of essential, common questions, and corresponding data sets in a matrix which would provide necessary information from systems required for federal and state budgets. Additionally, commonalties were discovered in themes across program areas and in data collection practices across federal and state agencies which suggested that one planning process could be developed and implemented for all Tennessee school systems' use in meeting budget requirements as well as in planning for measuring overall capacity building and improvement in service to schools.

Tennessee has established a track record over ten years of effective planning at the school level with the Tennessee School Improvement Planning Process (TSIPP) which utilizes one plan, one process and common terminology in planning for all Tennessee schools. This process has been recognized nationally as data driven, concise, and comprehensive, as a research-based approach to planning at the school site level.

Additionally, Tennessee has an established track record over the past few years in the use of the Tennessee Consolidated Planning and Needs Assessment Process, 2003, which is designed to meet requirements for budgetary and systemwide planning established by No Child Left Behind. A decision was made by the TCSPP Task Force to use and build upon the Consolidated Planning Process to include all required planning processes for Career-Technical, Special Education, Parent Involvement, Technology and other program areas. In this way, we could build upon a preexisting and successfully used process to include all programs which exist in a school system at the central office level.

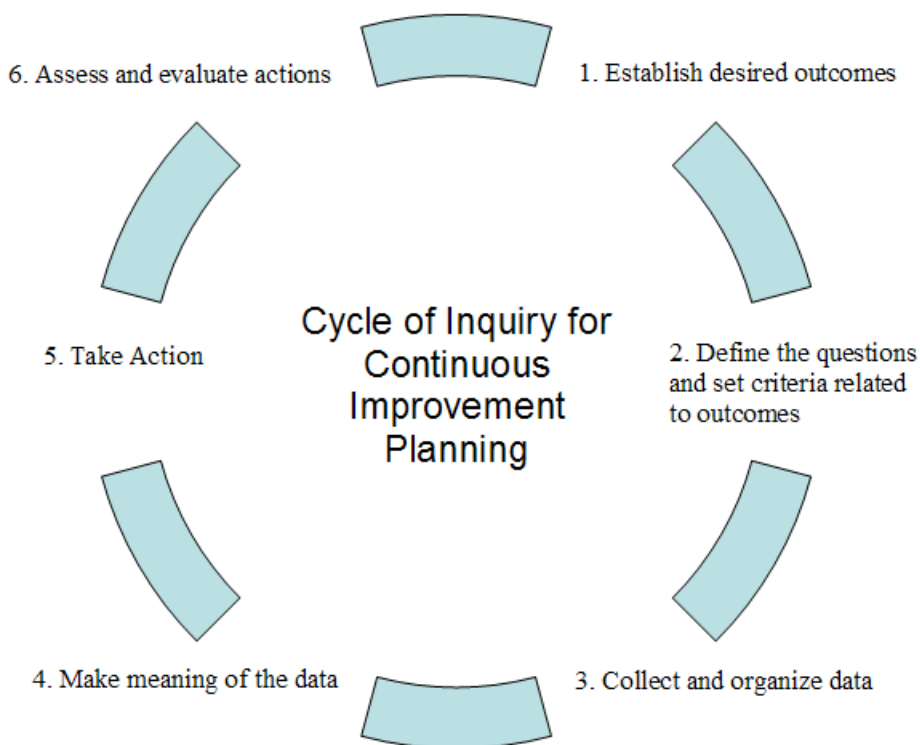
WHY USE A COMPREHENSIVE PLANNING PROCESS AT THE SCHOOL SYSTEM LEVEL?

Rationale for a Comprehensive Systemwide Planning Process

In investigating the current demands on school system personnel at the system level, the TCSPP Task Force determined that there were consistent essential questions being asked of different Department of Education staff and that some of the same data were being collected by different divisions in the Department. In developing and using one consistent format at the school system level, there will be vast amounts of staff time and effort being saved to ensure maximum efficiency for both school systems and the Tennessee Department of Education (TDOE).

The Task Force researched current effective practice in comprehensive systemwide planning and found even though some states are implementing more consolidated planning and merging

several program area requirements, no one state has attempted to combine all federal and state requirements into one plan, one process. The Annenberg Institute for School Reform at Brown University (6) developed a “Cycle of Inquiry for Continuous Improvement Planning” (Cycle Diagram 1). In fact, their task force, the School Communities that Work Task Force Group, found (1): “Nearly two decades of school reform have virtually ignored the part systems can play in promoting or hindering change. Certain fundamental characteristics of school systems – their political and fiscal accountability; their composition, encompassing many schools; and their reach across communities--make the system, rather than the state or the individual school, more appropriate venues for equitable, sustainable, and scaleable improvement strategies.”

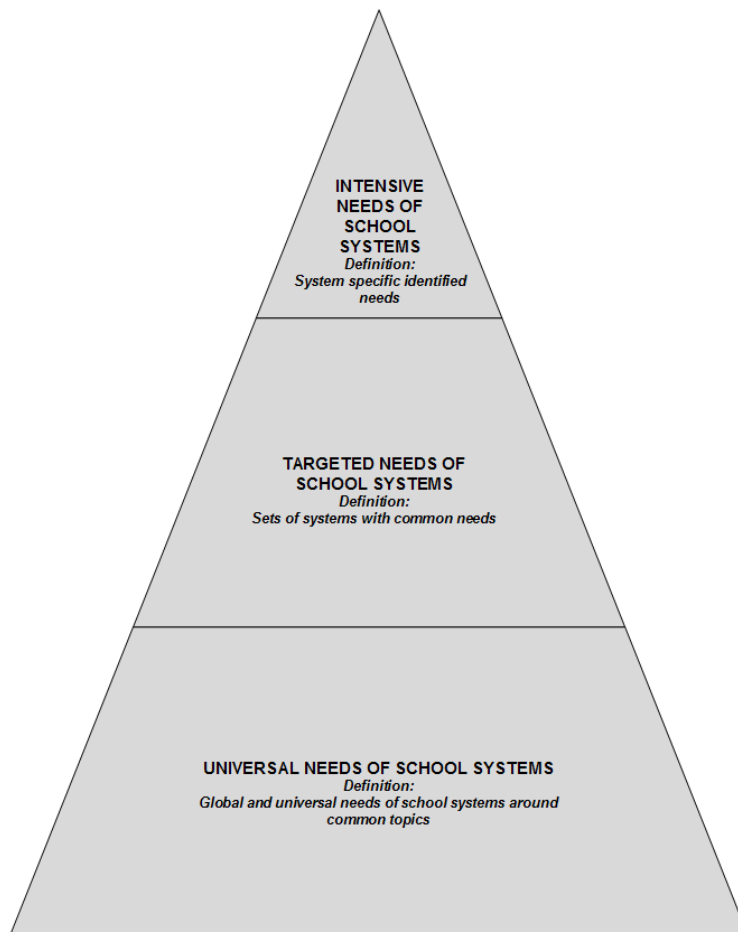


Cycle Diagram 1
Annenberg Institute for School Reform at Brown University (6)

From a National Perspective: Why we need a Systemwide Comprehensive Planning Process

Nationally, the Council of Chief State School Officers (CCSSO) has investigated state technical assistance approaches and planning processes delivered to school systems and has concluded, “In learning from a national implementation perspective, State to district level interventions are like a dog chasing a car. Once he catches it, he has no idea what to do with it.” (Slotnik) Conclusions suggest that each school system rather than the state has the advantage when building capacity and improving its own schools.

In developing a conceptual framework for a state to approach technical assistance to school systems, the most often effectively utilized format is a three tiered approach (Technical Assistance Pyramid 1) which impacts both the type and delivery of technical assistance which is designed to meet the intricate needs of school systems. Universal needs are those general needs of states, systems, and schools around common issues and topics and may be delivered electronically or in written form. Targeted needs are those needs for groups of states, systems, and schools with common needs around a topic or issue which may be delivered regionally or through networking and is knowledge and skill driven around the need/issue. Intensive needs for a state, system, and/or school is based on specific needs which have been identified and need direct intervention and assistance on site (CCSSO).



Technical Assistance Pyramid 1

Michael Fullan defines the change “capacity” theory as the collective ability to make change happen based on new knowledge, new resources, and new commitments or motivation. Specifically, for comprehensive planning at the school system level the focus is on organizational capacity building or as he defines it as: “Improvements in the infrastructure that represent new capabilities in government and non-government agencies to provide support, monitoring, and other capacity building resources for the system.”

Fullan's Key Drivers of Change: engaging people's moral purposes, capacity building, understanding the change process, developing cultures of learning, developing cultures of evaluation, focusing on leadership for change, fostering coherence-making, and cultivating tri-level development, provide a focus for any school system's planning and collaboration. He continues to support the notion of cultivating a tri-level approach to developing capacity as follows: first include pressure (accountability), provide support (capacity building), and finally problem solving mechanisms of all kinds. He believes that the focus on interrelations to be effective must occur at state, system, and school levels and must occur simultaneously with the understanding that change in a complex society will never be linear.

Joseph H. Simpson, Deputy Executive Director, CCSSO, reviewed existing state education agency approaches to capacity building for school systems and concluded states should have strategic plans for building capacity, but must also have a strategic action team with expertise in specific areas which support the plan. States must have the following: "A publicly stated vision, mission, and core values; identified resources and action team assigned to each strategic initiative; and standards with measures of effectiveness." He states: "If you have a strategic plan without a strategic team, you don't have a plan."

Key questions for consideration for a state in building capacity at the school system level are: What is the goal of the SEA? How should the SEA use accountability (standards, monitoring, and assistance/intervention) to best achieve that goal? What elements must/should the state measure with regard to system performance (focusing on student achievement outcomes as well as key inputs, including federal and state legal requirements)? What do we know about what works in terms of effective state to system assistance and interventions (and how to triage, differentiate, and implement those interventions)? How does the SEA structure itself and its processes around this vision of improving student achievement?

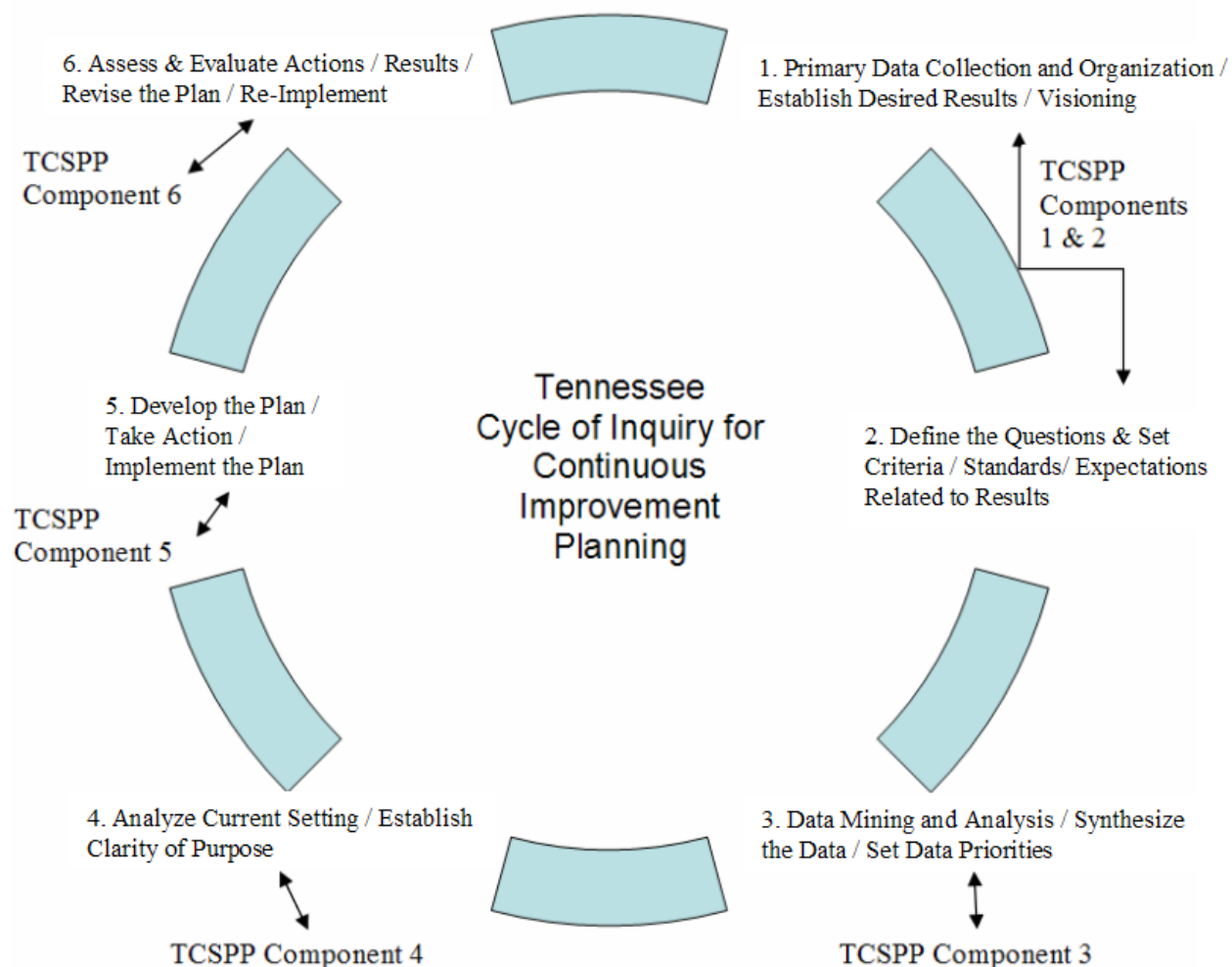
Finally, in a technical assistance role of SEA to local school systems, there must be a diagnostic starting point which answers the following questions: "Are we clear on our responsibilities? Are we clear on what constitutes success? Do we know our internal level of readiness and capacity? And finally do we know the "who" and "why" of our supporters and detractors?" If these questions are answered prior to beginning any technical assistance or strategic planning process, then roadblocks will be minimal after implementation.

If comprehensive systemwide planning is to be successful then the following quote must be addressed: "Data mean nothing without a planned response to them". Jim Ritchey, Superintendent of Schools, California.

Proposal for Comprehensive Systemwide Planning Process (TCSPP)

Tennessee is moving to a one plan, one process approach for school system personnel which meets all federal, state, and local education agency (LEA) requirements for budgetary planning and requests, program area requirements, and which will assess central office effectiveness and

efficiency. The TCSPP will use a modified version of The Annenberg Institute's approach to systemwide planning (Cycle Diagram 2).



Cycle Diagram 2

Modified from Annenberg Institute for School Reform at Brown University (6)

The TCSPP Task Force recommended integrating all current planning processes, i.e., Title I/Federal Programs Consolidated Planning, Career-Technical, Special Education, Parent Involvement, Technology, SACS CASI, and Technology, into a single process and document which would include all necessary federal and state requirements.

The Framework for Tennessee Comprehensive Systemwide Planning Process is a manual designed for practitioners, which incorporates all the noted program area requirements into a six component process. This process is also aligned with the State Board of Education's Five-Year Plan requirement for local school boards. Additionally, the TCSPP is designed to correspond with the currently used TSIPP, which is used for individual school planning.

Over the past ten years, Tennessee has been involved in a partnership with the Southern Association of Colleges and Schools (SACS CASI) which allows the use of a single planning process (TSIPP) for both accreditation and school approval purposes. Tennessee schools currently have the option of using the same school improvement planning process for obtaining and continuing accreditation with SACS CASI as well as for meeting the State Board of Education's requirement for school improvement planning. Recently TSIPP was updated to include an Executive Summary approach to planning which asks essential questions of a school's existing school improvement plan to determine effectiveness of the plan in increasing student performance for all students.

Purpose of the Comprehensive Systemwide Planning Process

This one plan, one process at the school system level is designed to assess central office personnel effectiveness and to build a professional learning community among colleagues focused on improving student performance for all students. The process begins with a dialogue (Components 1 and 2) which centers upon analyzing systemwide data and what the school system has done to generate improved results with a conversation about what support is needed to maximize previous efforts or move beyond them. The process will answer the following types of questions for both individual administrators and the school system:

1. Am I being effective in my role as an administrator in building capacity for schools and in supporting schools' efforts to improve?
2. Am I collaborating with my colleagues and appropriate constituencies in building capacity for our schools and in supporting improvement efforts at the school level?
3. Am I effectively using all available data, i.e., student performance data (achievement and value added), demographic information, budgetary/cost analysis information, and perception survey information to successfully identify systemwide areas of needs and areas of strengths?
4. Am I using a systems approach and being cost effective and efficient in data sharing with my colleagues from other program areas, i.e., Title I/Federal programs, Career-Technical, Special Education, etc.?
5. How do I know I am being effective? How do I measure my/our successes and challenges?
6. Are all students being taught what they need to learn and how do I know?
7. Is the curriculum conducive to all students' learning and how do I know?
8. If not, how can it be improved or should we start from scratch?
9. Have we as a school system analyzed the effectiveness of the teaching-learning process as far as instructional strategies being currently utilized based on individual student learning styles?
10. Is the learning environment or the organization of our schools supporting increased student achievement for all students and how do I know?
11. In what ways can I as an administrator provide more assistance to our schools?
12. After planning for implementation of effective curriculum, instruction, organization, and assessment for students in our schools, how do I monitor progress and provide follow-up?
13. Is our school system focused on a common mission and vision?
14. Does our school system have clarity of purpose?
15. Are all appropriate constituencies involved in the planning and implementation of the plan for our school system?

NEXT STEPS

The goal of TCSPP is to provide a communication tool and effectiveness measure for central office personnel designed to meet state, federal, and local requirements for development of budgets, improvement plans, and data analysis and synthesis. Data driven decision making is no longer an option when school system personnel communicate with the public, parents, legislators, and other educators. Advocacy for students without a voice is the ultimate goal of this reculturing process. Although various program areas have different timelines for budget and other document submission, TCSPP is designed to provide all necessary data and other information as needed.

The following timeline will be implemented as we transition into the TCSPP procedure:

January – April, 2005 Tennessee Comprehensive Systemwide Planning Process will be synthesized into a single planning document. Framework for Planning or practitioner workbook with rubrics for evaluation and template with instructions will be prepared for training sessions.

June 30, 2005 Pilot TCSPP in school systems.

July 31, 2005 Professional development rollout sessions will be provided to all school systems.

OVERVIEW

OVERVIEW

The following pages outline the comprehensive process involved in systemwide planning. The planning pyramid details constituency involvement and collaboration throughout the process. The component outlines show the contents for each component found in the TCSPP Framework/Guide. Also provided is a template checklist indicating the completed TCSPP work to be submitted to the Tennessee Department of Education.

Tennessee Comprehensive Systemwide Planning Process (TCSPP)

Introduction

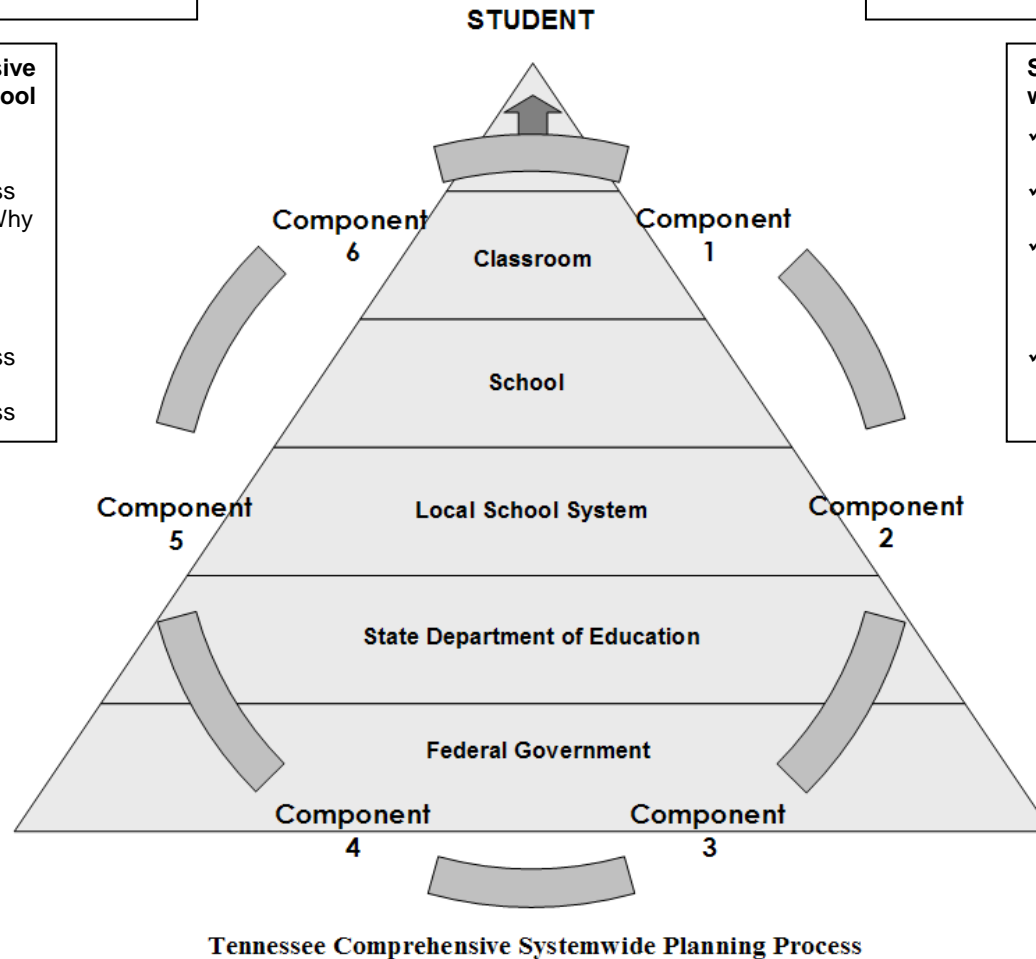
Why Use a Comprehensive Planning Process at the School System Level?

- ✓ Rationale for a Comprehensive Systemwide Planning Process
- ✓ From a National Perspective: Why we need a Systemwide Comprehensive Planning Process
- ✓ Proposal for a Comprehensive Systemwide Planning Process
- ✓ Purpose of the Comprehensive Systemwide Planning Process

Getting Started

Suggested Scope and Sequence with Timeline for TCSPP

- ✓ Examine Make-up of Systemwide Leadership Team
- ✓ Assign Members of the Component Leadership Teams
- ✓ Define how Systemwide Leadership Team and Component Leadership Teams will Function
- ✓ Determine who else should look at work before final decisions are made



Tennessee Comprehensive Systemwide Planning Process (TCSPP)

Component 1

School System Profile Development and
Collaborative Process Identification

Part I – Launching the Planning Process

- ✓ Suggested Scope and Sequence with Timeline for Component

Part II – A Scientifically Research-Based Approach

- ✓ Five Approaches to Systemwide Improvement

Part III – Review of Current Plans

- ✓ Current Systemwide Plan
- ✓ Program Area Plans

Part IV – Data Identification, Collection, and Organization

- ✓ Executive Reflection Questions

Complete Component Templates

Component 2

Beliefs, Mission, and Vision

Part I – Introduction

- ✓ Suggested Scope and Sequence with Timeline for Component
- ✓ Definitions
 - Beliefs
 - Mission
 - Shared Vision

Part II – Processes for Developing Beliefs, Mission, and Shared Vision

- ✓ The Collaborative Process

Part III – Developing Your Beliefs Statement

Part IV – Developing Your Mission Statement

Part V – Developing Your Shared Vision

Reflective Questions

Complete Component Templates

Component 3

Academic and Non-Academic Data
Analysis and Synthesis:
Developing Inferences for Improving Schools

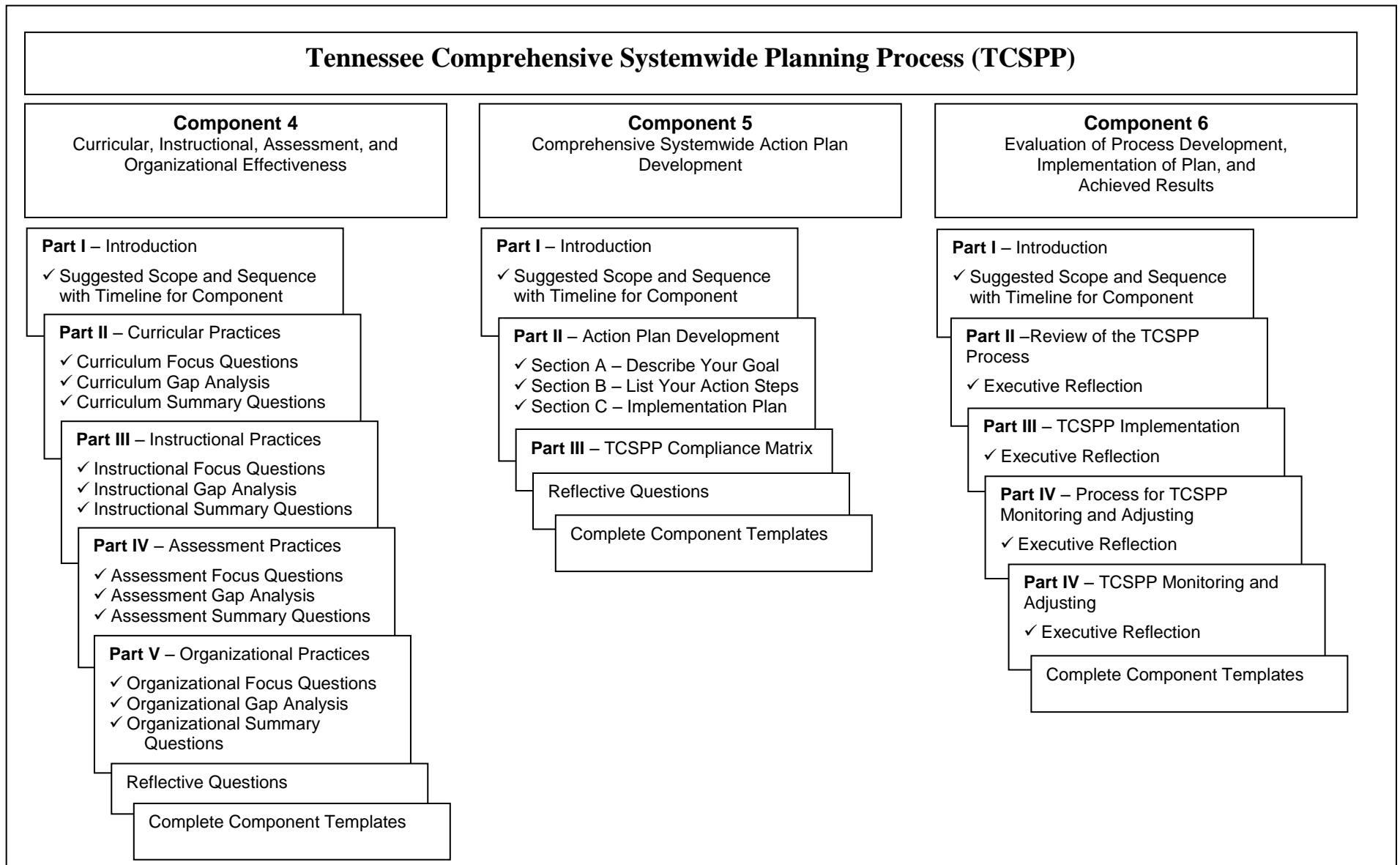
Part I – Introduction

- ✓ Suggested Scope and Sequence with Timeline for Component

Part II – The Process of Analyzing Quantitative and Qualitative Systemwide Data in Determining Systemwide Performance Targets/Goal Priorities

Part III – Reflection

Complete Component Templates



Tennessee Comprehensive Systemwide Planning Process (TCSPP)

TEMPLATE CHECKLIST

Completed TCSPP Work to be Submitted to the Tennessee Department of Education



TCSPP TEMPLATE 1.1
Evaluation of Our Process



TCSPP TEMPLATE 2.1
Beliefs, Mission, and Shared Vision



TCSPP TEMPLATE 3.1
Evaluation of Our Process



TCSPP TEMPLATE 4.1a
Curriculum Practices



TCSPP TEMPLATE 4.1b
Curriculum Gap Analysis



TCSPP TEMPLATE 4.1c
Curriculum Reflective Questions



TCSPP TEMPLATE 4.1d
Curriculum Summary Questions



TCSPP TEMPLATE 4.2a
Instructional Practices



TCSPP TEMPLATE 4.2b
Instructional Gap Analysis



TCSPP TEMPLATE 4.2c
Instructional Reflective Questions



TCSPP TEMPLATE 4.2d
Instructional Summary Questions



TCSPP TEMPLATE 4.3a
Assessment Practices



TCSPP TEMPLATE 4.3b
Assessment Gap Analysis



TCSPP TEMPLATE 4.3c
Assessment Reflective Questions



TCSPP TEMPLATE 4.3d
Assessment Summary Questions



TCSPP TEMPLATE 4.4a
Organizational Practices



TCSPP TEMPLATE 4.4b
Organizational Gap Analysis



TCSPP TEMPLATE 4.4c
Organization Reflective Questions



TCSPP TEMPLATE 4.4d
Organizational Summary Questions



TCSPP TEMPLATE 5.1
Action Plan Development



TCSPP TEMPLATE 6.1
TCSPP Process Evaluation



TCSPP TEMPLATE 6.2
TCSPP Implementation Evaluation



TCSPP TEMPLATE 6.3
TCSPP Monitoring Evaluation



TCSPP TEMPLATE 6.4
TCSPP Executive Summary



TCSPP TEMPLATE 6.5
TCSPP Evaluation of Results



COMPONENT 1

SCHOOL SYSTEM PROFILE DEVELOPMENT AND COLLABORATIVE PROCESS IDENTIFICATION

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COMPONENT 1

SCHOOL SYSTEM PROFILE DEVELOPMENT AND COLLABORATIVE PROCESS IDENTIFICATION

Part I. Launching the Planning Process

In Component 1, school system personnel will develop a profile of the system. The profile is an accumulated collection of data or a databank of “what we know about the school system.” The profile should contain a variety of data and should be in a form so as to be easily retrievable by anyone in the system or community.

Another task in Component 1 is to begin the process of reflective dialogue. All central office personnel and program areas must be involved in the reflective dialogues of Component 1. This will set the tone for an inclusive approach which is necessary if the planning process is to suffice for all program areas in meeting all federal and state requirements. The collaborative process being utilized must be identified.

The process for Component 1 will include:

1. Getting organized for effective planning
 - The development of a collaborative process
 - The establishing of committee appointments for the Component Leadership Teams for Components 1, 2, 3, 4, 5, and 6 which should include representatives from each program area
 - The establishing of a communication process
2. A review of research based approaches to systemwide improvement
 - Community Collaboration Approach
 - Teacher Professionalism Approach
 - Quality Improvement Approach
 - High School Transition Approach
 - Regulated Market Approach
3. A reflection on how we are presently operating
 - A review of the current systemwide plan
 - A review by program area leadership teams of their current plan
4. Identification, collection and review of data
 - Identification of data sources that will be used in Component 1, Component 2, Component 3, and Component 4
 - Collection, organization, and review of demographic data, perceptual data, school processes data, and student performance data

All program areas, i.e., career-technical, special education, Title I/Federal programs, technology, family, and community involvement, student support services, human resources, and others must be involved in the planning process from the onset. (Refer to Radial Diagram 1.1 in the Introduction of this abbreviated guide.)

Part II. A Scientifically Research-Based Approach

An important purpose of Component 1 is to focus the Leadership Teams on a scientifically based approach to planning. The entire TCSPP is steeped in scientifically based research. In order for systems to build the capacity of schools, a central office must align its practice with proven practices. This alignment to proven practices supports the system in its efforts to document capacity building and in the assessment of support from central office staff to system schools. It also establishes the system as a role model for schools working toward improved student achievement.

In a review of the research in states currently implementing systemwide comprehensive planning, five themes emerged around assessing effectiveness. These can be found in the TCSPP Framework/Guide, Component 1, Chart 1.1. This section provides some important information for system personnel. With a scientifically research-based approach, system personnel can build upon established practices and transfer effective practices to all their schools.

Part III. Review of: (1) Current Systemwide Plan and (2) Program Area Plans

Systemwide Plan

An initial review of the existing system plans and data used to create those plans will be completed, organized, and noted in Component 1. A dialogue will begin using a list of essential questions that will be used as a guide to determine the effectiveness of the central office staff in providing support to and in building capacity of their schools. The dialogue will begin to allow personnel to focus on the data sorts and sets that should be involved in the planning process. This dialogue begins in Component 1 and continues in Component 3, where the data will be analyzed and synthesized.

The following questions should be initially addressed by the Systemwide Leadership Team in a dialogue which could serve as an activity to begin communication around central office effectiveness:

1. How does what I do as a central office administrator impact the teaching-learning process?
2. Am I being effective in my role as a central office administrator and how do I know?

3. If I am not being effective in my role as an administrator, how can I improve, and what is my measure of success?
4. Are our systemwide goals data driven and student focused? How do I know?
5. Is our central office working as a collaborative team, and how do I know?
6. If not, how can we as colleagues work as a system to achieve our goals?
7. Am I comfortable and knowledgeable about using systemwide and specifically student performance data in making decisions? What are specific examples in how I use these data in making daily decisions regarding the implementation of my program?
8. Am I knowledgeable of the various data sorts and sets available to be used in our planning process?

Program Area Plans

After completing this initial assessment conversation, the process will move to a focus on Program Area Plans. This will lead to a more inclusive approach and involve all ancillary central office personnel and additional central office program area staff in the dialogue through the use of the Reflective Matrix 1.1 instrument which is included in the Appendices of Component 1 in the TCSPP Framework/Guide. (Completion of this instrument is designed to help you determine if you are meeting the local, state, and federal budgetary and reporting requirements). After addressing the questions in Reflective Matrix 1.1, each Program Area Leadership Team will be able to write a reflection piece which provides information on the current status of their program area.

In rural and suburban school systems, a single person may administer several program areas while in urban systems several staff members may have responsibility for a single program area due to system size and number of students served. Central office organization of staff and staff roles varies and will result in different approaches to data collection, communication, collaboration, and program area leadership team composition. It is important that each program area team be represented on the Systemwide Leadership Team. In a small rural system, a central office supervisor for a program area will probably chair a Program Area Leadership Team and be a member of the Systemwide Leadership Team. In large systems the supervisor may appoint another person to chair the Program Area Leadership Team, and in this situation, both would serve on the Systemwide Leadership Team.

As a school system consists of many subsystems, all must operate together to be effective and to ensure a cost and time effective working environment. In this way, a determination can be made as to whether or not personnel are collaborative in program development, sharing resources, meeting priority targeted needs based on the data, and whether decisions being made are data based and student focused. This supports our purpose of one plan, one process, to reduce redundancy in data collection and wasted staff time. With a federal and state focus on being cost and time efficient, a complete assessment of current priorities, current expenditures, and future budget needs is a very important purpose of Component 1.

Part IV. Data Identification, Collection, and Organization

Examining all available data sets ensures a data collection process that includes all required data sources. This should include both quantitative and qualitative types of data. Central office personnel must have access to demographic student, staff, and community information and statistics as required by No Child Left Behind (NCLB) for all student subgroups. Much of this demographic data will be collected by the specific program areas as they address the questions in Reflective Matrix 1.1, referenced in the previous section and found in the TCSPP Framework/Guide.

Perception data must also be collected. Perception surveys are a valuable resource, as many times constituency perception becomes an organization's reality. You must be sure to assess any and all constituencies which receive services and support from the central office such as parents, principals, and other school administrators, teachers, and community leaders. The results of these surveys will need to be reviewed to establish baseline information on how stakeholders view school processes related to assessment, instruction, curriculum, and organization. In this way, central office personnel will be able to determine if their perception is the actual reality. The National Study of School Evaluation (NSSE) has developed many constituency needs assessments and surveys and these are available for use in school system assessment if needed. These may be purchased and/or central office personnel may develop their own assessment documents.

In addition to perceptions of school processes, the Component 1 team will need to collect and review some data related to school processes: assessment, organization, instruction, and curriculum. Possible data sources on school processes could be curriculum audits, instructional audits, time audits, special education records, vocational education records, and program information for English language learners. This information could be randomly collected from a few schools, or could be gathered from reviewing individual School Improvement Plans (SIP). Reviewing the SIPs of schools in the system will provide system level personnel insight into the implementation by schools of system initiatives and programs.

Central office personnel should collect, organize, and review all student performance data which is available to them through the systemwide Report Card on the Tennessee Department of Education's website, www.state.tn.us/education, and other website sources, such as the TVAAS website and comparable schools information. Other data sources that should be identified, collected, and organized include system made assessments, system purchased assessments, and reported student grades. In collecting and organizing student data at this initial stage, central office personnel who are not familiar with the information will begin to think about this information as a normal part of the daily decision making process. (Refer to Work Guide 1.6, developed by TCSPP Task Force, November, 2004, found in the Appendices of Component 1 of the TCSPP Framework/Guide.)

Systemwide personnel must have the complete statistics for budgetary planning and for submitting budgets to federal and state agencies. The Tennessee Department of Education has developed a Federal Application Consolidated Tracking System (FACTS) for school systems'

use in organizing budgets. FACTS does not alter the process of securing federal dollars. It simply allows for a more efficient and effective method for the disbursement and tracking of funds. It is designed to reduce errors and expedite the procurement of funds through an electronic process. In analyzing prioritized needs, the expenditures of a system should align themselves such that it is evident that systems are addressing identified needs adequately in all program areas to improve achievement for all students.

Additionally systems need to collect all current data from all categories as shown in Work Guide 1.4 found in the Appendices of Component 1, TCSPP Framework/Guide. To assist in the collection of data, the Tennessee Department of Education has created a System Profile that can be accessed from the Department of Education website under LEA Operations. The system profile is explained in detail in Work Guide 1.5 found in the Appendices of Component 1, TCSPP Framework/Guide. Also, by completing Chart 1.2 in the TCSPP Framework/Guide, the Systemwide Leadership Team will gain a clear picture of how resources are currently being allocated, or “What Is.” This information will be used in Component 4 as part of a discrepancy analysis to determine the gaps in “What Is” and “What Ought To Be.”

As the work of Component 1 begins to take shape, the Systemwide Leadership Team will begin to see a more complete picture of the school system. This will happen as a result of the sharing of information from Program Area Leadership Teams and the review of collected data. Once equipped with this information, the Systemwide Leadership Team should participate in an Executive Reflection (Questions developed by the TCSPP Task Force) exercise as a group by addressing the following questions:

Executive Reflection Questions

1. While reflecting over last year’s multiple plans, were all appropriate stakeholders included? If not, who needs to be included?
2. Did we implement last year’s plans? Why or why not?
3. How do the current plans address the five approaches to systemwide improvement identified by the Education Commission of the States, 2004?
4. What obstacles did we face last year?
5. What are the continuing obstacles that we need to address?
6. What new obstacles or challenges do we have this year that we did not have last year that we need to address?
7. In reviewing the plan, which components of the plans were correlated and which were not? Identify the common themes among all plans.
8. In reviewing the multiple plans, where did you see gaps and redundancies?
9. In reviewing the multiple plans, what are our strengths and needs?
10. What does our demographic data say about our system?
11. After reviewing the collected perceptual data from stakeholders, what do parents, educators, and students see to be the strengths and needs of our system?
12. Is there consistency or disagreement among the perceptions of stakeholders?
13. What did we learn from the review of SIPs from our schools?
14. Are system policies related to curriculum, organization, instruction, and assessment being implemented to our satisfaction?

15. Are system policies related to special education, English language learners, and vocational education being implemented effectively to meet the needs of our students?
16. Are we providing equity and adequacy in resources, support, and personnel to all our schools? If not, why?
17. How can our central office support our schools to ensure success for all students?
18. Do all central office employees have collective ownership of the systemwide planning process rather than program area ownership?
19. As the State of Tennessee moves forward in combining multiple federal and state plans into one systemwide comprehensive planning process, how do we as a central office prepare for expanded collaboration, as we develop one comprehensive plan?

The following Template should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 1.

TCSPP TEMPLATE 1.1

Evaluation of Our Process for Developing Priorities for Improving Schools

The first two charts require the listing of the Leadership Teams of the system. This information is to be turned in to the TDOE as part of Component 1.

[illegible]

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Composition of the Component Leadership Teams –Listing required	
Component 1 Member	Role
Component 2 Member	Role
Component 3 Member	Role

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Composition of the Component Leadership Teams –Listing required	
Component 4 Member	Role
Component 5 Member	Role
Component 6 Member	Role

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

The following questions address the use of various data in Component 1. They are designed as a culminating activity to help you assimilate the work of Component 1. This information will be turned in to the TDOE as part of Component 1 of the TCSPP.

Collection of Data - Narrative Response Required

How were data collected and organized for school system profile?

Use of Data - Narrative Response Required

How will you use your perceptual data (Surveys, Interviews, and Questionnaires) as you revisit/recreate the mission, vision, and beliefs of the system?

Collection of Student Performance Data - Narrative Response Required

What types of student performance data are included in your profile?

TCSPP TEMPLATE 1.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Use of School Processes Data - Narrative Response Required
How have system office personnel provided equity and adequacy in resources, support, and personnel to our schools?

Delivery of Services - Narrative Response Required
What insights have we gained as to our delivery of services to schools?

Evaluation of the Collaborative Process- Narrative Response Required
What are the strengths and needs of the collaborative process used in the TCSPP?

(Collaboration should be a major focus in the development of each component. Revisit after completing the work of all 6 components.)

COMPONENT 2

BELIEFS, MISSION, AND SHARED VISION

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COMPONENT 2

BELIEFS, MISSION, AND SHARED VISION

Part I. INTRODUCTION

Historically, in 1985 the State Board of Education policy required all local boards of education to develop a strategic five year plan. Using the Board of Education's five year strategic plan, each local school system developed its beliefs, mission, and shared vision statements which served as the catalyst for systemwide improvement (Rule 0520).

Successful school systems engage in the continuous improvement process by ensuring that there is ongoing attention to and a focus on student learning. All departments of a system must engage in the process of student learning. This intensity of attention at the system level serves to build capacity and provide support to the local schools. A clear system shared vision and mission not only provides support for schools but also provides continuity and coherence throughout the system that is anchored in that common shared vision. They also serve to validate and recognize the fact that quality teaching and learning is the primary goal of the system (National Study of School Evaluation [NSSE], 2005).

In order for beliefs statements, mission, and shared vision to be effective and alive they must be driven by the data as analyzed in Components 1 and 3. If there is a disconnect between what you say you believe and what your data indicates you do, effective teaching and learning will not become a reality. An example: teachers say they believe all students can learn but there are no opportunities for students to learn beyond the regular classroom instructional day. This represents a lack of alignment between what you say you believe and your actual practices, which leads to a gap in opportunities for students to learn.

To ensure that the system has a long-term sustained commitment to continuous improvement in student learning, it must engage in the process of internal self-review. It must look at the interconnected parts of the organization and their individual impact on the quality of the school system's effectiveness. All parts of the school system must be aligned in their purposes and contributions to the beliefs, mission, and shared vision (NSSE, 2005).

Successful school systems must provide comprehensive and coherent approaches for the achievement of the beliefs, mission, and shared vision; be organized for continuous improvement and be focused on high quality teaching and learning for all students, not just on reaching proficiency for its lower performing students, and inclusive of all stakeholders. High quality systems must cultivate an environment where improvements are embedded into its daily practices (NSSE, 2005).

Remember, to be effective you must be data-driven in all of your actions. You must constantly ask the questions, "How are we doing and how do we know?", "What do we need to improve

upon and how do we know?”, and “What will be our next steps?” This must be a continuous cycle of improvement.

DEFINITIONS

Beliefs Consensus statements that convey how values of a school or school system apply to teaching and learning.

Mission A brief statement that expresses a compelling purpose for a particular school or school system. It defines or articulates how the system and its people, processes, and systems organize and operate to achieve the shared vision.

Shared Vision Conveys a sense of purpose and direction for a school/school system. It describes the expectations of student learners and their communities. The shared vision has three building blocks: Beliefs, Mission, and Desired Future. Building Blocks being the way elements of a shared vision are grouped so as to provide a sense of purpose and directions. (What pieces are required and how are they organized?)

Part II. PROCESSES FOR DEVELOPING BELIEFS, MISSION, and SHARED VISION

It is recommended that a person from each program area serve on the Component Leadership Team.

THE COLLABORATIVE PROCESS

The effectiveness of a school system is driven by the efforts of the entire school community – all stakeholder groups – as referenced in Chart 1.1 in Component 1. If sustained systemic change in teaching and learning is going to be realized, establishing the beliefs, mission, and shared vision, likewise, should be a totally inclusive and collaborative process. While the act of collaboration itself is oftentimes challenging, it is essential and can be very effective. To guide your thinking, we have included some suggestions that may prove helpful in your efforts. Refer to Part II, Component 2 of the Framework/Guide for essential questions to assist in establishing the process for developing beliefs, mission, and shared vision.

Part III. DEVELOPING YOUR BELIEFS STATEMENTS

Beliefs Statements

Consensus is a key word here. As a body of practitioners, what are our values and moral compass, which drive our behavior, interactions, and genuineness-what do we stand for relative to *all* students learning? System level beliefs should be both top-down (clear concise expectations that influence the thinking at the individual school level) and bottom up (the expectations that incorporate the hopes and dreams of those at the school are considered at the

system level (NSSE, 2003).) To assist in this process, refer to Part III, Component 2 of the Framework/Guide for sample beliefs statements and focus questions.

Part IV. DEVELOPING YOUR MISSION STATEMENT

Mission Statement

The mission statement is the cornerstone of a school system's shared vision. It should be clear, concise, and should express the school system's purpose for being. It articulates who in the school system will take what action and why. It is the focal point of all goals and strategies. To assist in this process, refer to Part IV, Component 2 of the Framework/Guide for a sample mission statement and focus questions.

Part V. DEVELOPING YOUR SHARED VISION

Shared Vision

As you begin the conversation around your vision, the question is "what is our desired state of being?" The vision should convey a vivid picture of what the future will look like when the system's beliefs and mission are in place. It should include: expected results, systemwide expectations for student learning, and a description of the future school system needed to achieve these results (NSSE, 2003). To assist in this process, refer to Part V, Component 2 of the Framework/Guide for a sample shared vision and focus questions.

The following Template should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 2.

TCSPP TEMPLATE 2.1

BELIEFS, MISSION, and SHARED VISION

<i>BELIEFS:</i>

MISSION STATEMENT:

SHARED VISION STATEMENT:

COMPONENT 3

ACADEMIC AND NON-ACADEMIC DATA ANALYSIS AND SYNTHESIS: DEVELOPING PRIORITIES FOR IMPROVING SCHOOLS

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COMPONENT 3

ACADEMIC AND NON-ACADEMIC DATA ANALYSIS AND SYNTHESIS: DEVELOPING PRIORITIES FOR IMPROVING SCHOOLS

Part I. Introduction

Informed decision making by central office personnel is imperative with today's accountability demands. The processes in Component 3 facilitate informed decision making and culminate with the establishment of data driven priorities for improving schools. Informed decision making begins with relevant data, e.g. having the right data. School system personnel must “get their arms around the data” to analyze systemwide effectiveness in delivery of curriculum, instruction, school organization, and use of assessment results, and to be able to make informed decisions.

Data is only useful after it is organized, analyzed, and interpreted for improvement. Data mining, the act of organizing and analyzing relevant data, forms the basis for data synthesis. Central Office Personnel can draw conclusions and make informed decisions based on the information in the synthesis.

Component 3 is designed to offer a format for data mining and data synthesis which will:

- (1) allow school system personnel to make informed decisions for budgetary requests in meeting state and federal requirements in Component 4
- (2) allow them to communicate around a central database which is inclusive and complete, and
- (3) assist personnel in conserving staff time and resources in Component 4.

The data synthesis that is compiled should enable the Systemwide Leadership Team to address the following questions in Component 4:

1. Are we providing equity and adequacy of resources to all our schools?
2. Are we targeting funds and resources effectively to meet the needs of our schools?
3. Based on the data, are we accurately meeting the needs of students in our schools?
4. Are our schools' improvement plans on target, data based, and student focused?
5. Is there alignment between system needs and goals and school needs and goals?

The Component 3 Leadership Team should begin by reviewing the systemwide data identified, collected, and organized in Component 1. This should include all demographic data, including the data from the System Profile; qualitative data (i.e. surveys and other perception data); and student performance data. When considering academic or quantitative student performance data, there are multiple data sources, identified in Component 1. In addition to reviewing data, the Reflective Matrix from Component 1 in the TCSPP Framework/Guide should be reviewed continually through out the planning process. See Table 3.1 below for an example of how data

mining may begin. A more in-depth look at the example below can be found in Reference 3.1 in the TCSPP Framework/Guide.

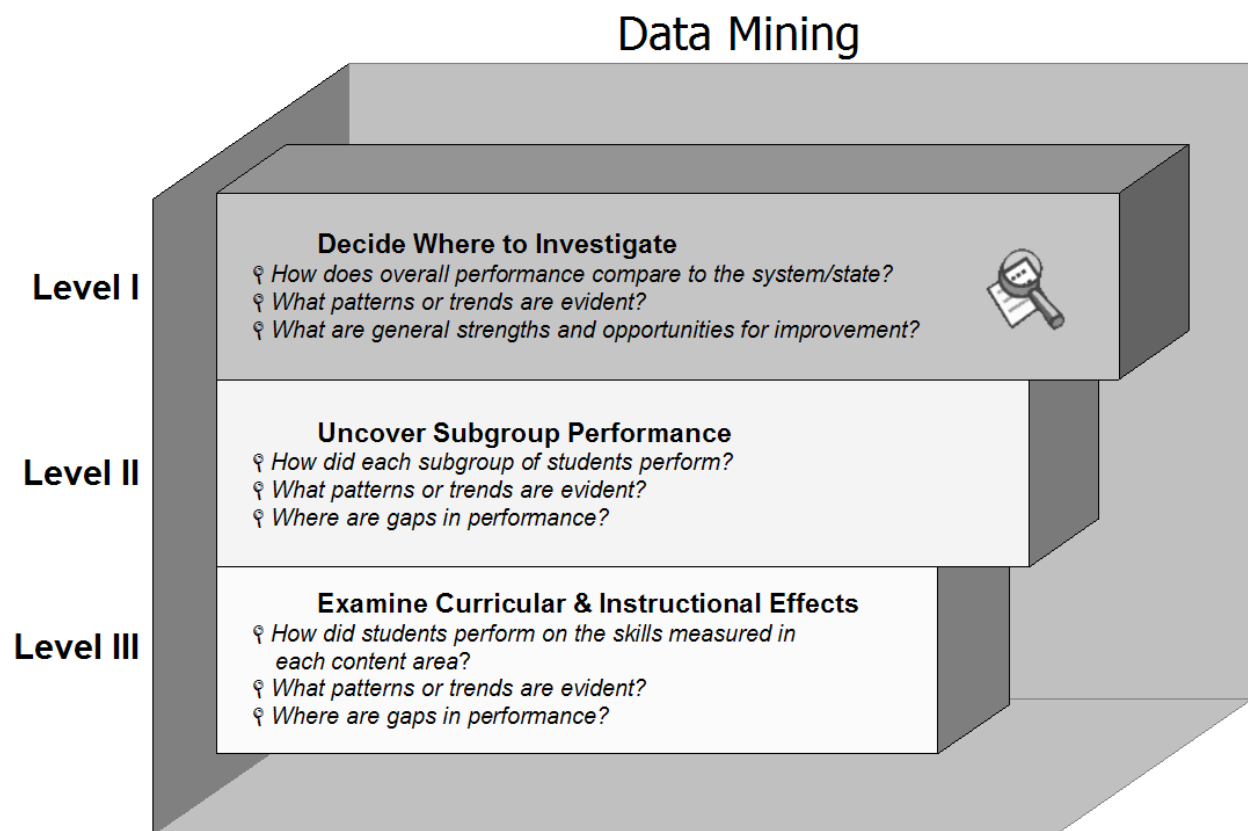


Table 3.1

Part II. The Process of Analyzing Quantitative and Qualitative Systemwide Data in Determining Systemwide Goal Priorities

Planning is all about the data. An accurate and complete assessment of needs is the foundation of effective planning. Experience shows that this step must not be omitted or given less than complete attention. Student needs become evident when an accurate and comprehensive database is developed and thoroughly examined. The Work Guides found in the Appendices of Component 3, TCSPP Framework/Guide can help school personnel with the analyses required for Component 3.

The data identified, collected, and organized in Component 1 will be used to get started in Component 3. The data sources and sets identified must now be interpreted. The first step is to look at the aggregated data. It is important to review this data over time, looking at a three year period, in order to discover patterns and trends. The Component 3 Leadership Team should use the reflection questions below to guide their discussion about the aggregated student performance data.

Reflection Questions:

- How do our scores from TCAP, Gateway, End of Course or Writing Tests compare with the scores from the rest of the state?
- Where did our students perform best? Worst?
- What trends do we see in our value added scores over the past three years? Are we improving or losing ground?

However, with No Child Left Behind (NCLB), data aggregation is no longer sufficient in answering the question: “Are all students progressing and are we as a school system closing the gap between low performing students and high performers?” Subgroups and disaggregation of student performance data is now required for all Tennessee schools, school systems, and the state. Data mining requires the effective disaggregation of data by systems.

Data should be presented according to the required student subgroups when applicable. Data must be analyzed according to these student subgroups so that meaningful comparisons can then be accomplished. Data could also be disaggregated by additional student subgroups, if applicable: gender, quintiles, migrant, and homeless. (Use value added subgroups.)

As stated before, data are the foundation for the needs assessment and when they are presented and disaggregated in meaningful ways, sound decisions can be made. The Component 3 Leadership Team should use the reflection questions below to guide their discussion about the disaggregated student performance data and to complete the chart(s) in Table 3.2 by placing an X under columns where AYP (Adequate Yearly Progress) target was met.

Reflection Questions:

1. Are there differences in the performances of various subgroups?
2. Are there subgroups that are not making AYP?

K-8	All	White	Hispanic	African-American	Native American	Asian /PI	Economically Disadvantaged	SWD	LEP
Math									
Reading/Language Arts/Writing									
9-12	All	White	Hispanic	African-American	Native American	Asian /PI	Economically Disadvantaged	SWD	LEP
Gateway Algebra I									
Gateway English II /11 th Grade Writing									

Table 3.2

Any additional data relative to the level of the school must be analyzed in order to get a clear picture of student performance in the school. Examples of additional data include: Vocational data from the Perkins Report Card, value added data, and special education data other than that related to TCAP and/or Gateway.

Work Guide 3.4 found in the Appendices of Component 3 in the TCSPP Framework/Guide, provides a chart, replicated below in Table 3.3, to assist in conducting a Discrepancy Analysis to connect to many of the student performance requirements of NCLB. This approach should result in a clear identification of student needs as they relate to AYP, vocational education, special education, and progress with value-added scores. The insights gained from the analysis of this data should assist in reducing the listing of all potential high-priority needs to a ranking of the highest to lowest needs in both categories.

Important Academic Needs	Current Performance	Desired Performance	Discrepancy

Table 3.3

Other data sources and sets should now be reviewed to either validate some assumptions being made or to generate additional conversation around student performance. A comprehensive needs assessment has breadth of data, but it is focused on what is important in terms of local issues and context as well as current and future concerns. That means information should be generated from as many relevant sources as is feasible and would be helpful. Other guidelines include collecting both objective and subjective data sources that are closely related to important educational concerns; making every attempt to collect data that are reliable and valid so that the results can be used to develop meaningful actions; and staying alert to areas where information is limited or lacking, and then developing instruments or procedures to elicit the needed data.

Part of the analysis is to determine if adequate and accurate data are represented. It is the team's responsibility to make these decisions. It is also advisable to analyze significant findings across data sources to determine the student achievement needs and student support needs of specific student subgroups. At the system-level, School Improvement Plans for every school in the system are a major part of the total database for the needs assessment. The SIPs and any additional current school-level plans (including required plans, any additional reports, grants, or plans for major initiatives) should be compared to the system needs. Look for clarity of purpose, focus, alignment, and gaps in resources from school to school in geographic areas, etc.

Data analysis at the school-level is to identify needs that are supported by data presented in the plans. A matrix could be developed to systematically look across all plans and identify student needs that may be common to more than one school site. Next acquire all current LEA plans. Continue the same data analysis process with any additional system- and/or school-level plans. In addition to the data in all SIPs, the information found in current LEA plans (including required plans, any additional reports, grants, or plans for major initiatives) provides valuable

data at the system-level. Focus on LEA plans to identify the goals and/or potential priority needs that are well supported in the data provided with the plans.

Pulling additional information from Component 1 at this time will broaden the understanding of the data. The demographic data and perceptual data collected in Component 1 can offer some explanations as well as highlight some issues that need to be addressed. This information will give the committee insight into some of the important non-academic needs of the system.

Work Guide 3.4 found in the Appendices of Component 3, TCSPP Framework/Guide, provides a chart, replicated below in Table 3.4, to assist in conducting a Discrepancy Analysis of the non-academic needs.

Important Non-Academic Needs	Current Performance	Desired Performance	Discrepancy

Table 3.4

The Component 3 Leadership Team should use the reflection questions below to guide their discussion about student performance data, school processes data, demographic and perceptual data from Component 1 along with data collected from the assessment of the SIPs from individual schools.

Reflection Questions:

1. Do we see common patterns in the data from the various sources?
2. Do we see major differences in the data from the various sources?
3. Does the performance of students on TCAP, Gateway, End of Course, and/or Writing tests align to the grades students are receiving on report cards? If not, why?
4. Do we see differences in the academic performance of males and females?
5. Do we see differences in the academic performance of our students when the value added data are disaggregated?
6. Do we need to consider additional data sources?
7. Do we see some patterns in student performance based on changing demographics?
8. Do we have perceptions among students, parents, teachers that are validated by the student performance data? That are not validated by the student performance data?
9. Are there common strengths and needs evidenced by all the data?
10. Does the information gathered on the Matrix from Component 1 align with the other data? If not why?

11. What have we learned from our analysis of our special education data?
12. What challenges do we face based on the special education data?
13. What have we learned from our vocational education data?
14. What challenges do we face based on vocational education data?
15. Is the system plan aligned with the data analyzed in this component?
16. Is there alignment between the system level plan(s) and the school level plans (SIPs)?
17. Are the schools' SIP goals aligned with the data?
18. Are our schools' improvement plans on target, data based, and student focused?
19. Is there alignment between system needs and goals and school needs and goals?
20. Are our system support and capacity building efforts aligned with the needs of individual schools?

Analysis of data can reveal specific needs and strengths that will require consideration in the planning process. Data are analyzed to bring meaning to the information collected in an organized way. Several considerations should guide data analysis. When data are presented in a concise, straight-forward way or in a format that can be easily understood and interpreted, important facts emerge. These facts become statements or findings about the data (i.e., statements of fact that accurately describe current condition, status, or performance). An important point about identification of needs is that they should be stated as needs—not as activities or programs to be provided. During data analysis, the focus should be on the challenges or needs themselves and not on solutions to the challenges or actions to be taken. Be sure to consider all program areas when analyzing your data.

With all the information now available to the Component 3 Leadership Team, the next step is to list the strengths and needs of the system. The charts in Table 3.5 of Component 3, TCSPP Framework/Guide will assist with this task. Work Guide 3.5 found in the Appendices of Component 3, TCSPP Framework/Guide is provided as a recommended approach to engage team members in setting priorities of student achievement and student support needs. These needs become specific goals for improvement planning and will be addressed in the Action Plans in Component 5.

Part III. Reflection

To summarize, all data, qualitative and quantitative, must be utilized to make accurate, informed decisions and in determining central office effectiveness. In Component 1 central office personnel participated in a dialogue around existing databases for both types of data, and decided how to identify, collect, and review this information for use in effective planning. The same data sets should be used across program areas for budgeting at federal, state, and local levels; and data should be collected, organized one time and shared among all central office staff. In this way, staff time is not lost, and data gathering for all programs occurs at one time.

A narrative synthesis of all the data utilized in Component 3 should be written and presented to the System Leadership Team for review and revision. This will be submitted to the Tennessee Department of Education as Component 3 of the TCSPP. Reflective questions found in Component 3 of the TCSPP Framework/Guide should be used to assess the completeness of their

process. Also, be sure to revisit Reflective Matrix 1.1 completed in Component 1 of the TCSPP Framework/Guide as a culminating activity and mark systemwide column as a summary exercise.

The following Template should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 3.

TCSPP TEMPLATE 3.1

Evaluation of Our Process for Developing Priorities for Improving Schools

The following summary questions address the use of various data in Component 3. They are designed as a culminating activity to help you assimilate the work of Component 3. This information comprises Component 3 of the TCSPP to be turned in to the Tennessee Department of Education.

Evaluation of Aggregated Data - Narrative Response Required
<p>What are the strengths and needs of your system based on the aggregated data?</p> <p>What evidence/sources support your response?</p>

Evaluation of Disaggregated Data - Narrative Response Required
<p>What are the strengths and needs of your system based on the disaggregated data?</p> <p>What evidence/sources support your response?</p>

Evaluation of Non-Academic Data- Narrative Response Required

What are the strengths and needs of your system based on the non-academic data?

What evidence/sources support your response?
--

TCSPP TEMPLATE 3.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

TCSPP TEMPLATE 3.1

(Continued)

Evaluation of Our Process for Developing Priorities for Improving Schools

Evaluation of the System's Current Approach in Meeting the Needs of All Students - Narrative Response Required

What are the strengths and needs of your system in meeting the needs of all students?

What evidence/sources support your response?
--

Evaluation of the Prioritized Goals - Narrative Response Required
--

What are your data driven prioritized goals?
--

COMPONENT 4

CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

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COMPONENT 4

CURRICULAR, INSTRUCTIONAL, ASSESSMENT, AND ORGANIZATIONAL EFFECTIVENESS

Part I. Introduction

Historically, in 1985 the State Board of Education policy required all local boards of education to develop a strategic five year plan. Using the Board of Education's five year strategic plan, each local school system developed its Comprehensive Systemwide Plan under the umbrella of this document (Rule 0520).

As a school system, you need to recognize and review your local board of education policies that impact your effectiveness. It may serve you well to include a member of the board on your Systemwide Leadership Planning Team.

School improvement is more likely to occur where leaders build the capacity for change and development, where they invest in teachers and teaching and where they empower others to lead . . . effective leadership for school improvement, therefore, should be principally concerned with building the capacity and creating the conditions to generate improvement and, more importantly, to sustain improvement over time (Harris, 3).

The development of Component 4 - Curricular, Instructional, Assessment, and Organizational Effectiveness - requires system leaders to conduct an in-depth analysis of the effectiveness of the school system's instructional practices and organizational procedures in supporting student achievement in each school specifically, and in the system as a whole (NSSE, 1997, 4-1).

The overall goal of school systems is to improve teaching and learning. Schools and systems engage in specific tasks and practices that focus and sustain their efforts to improve teaching and learning. The NSSE research indicates that a school or system seeking to improve student learning needs to focus on three core tasks: ensure desired results by expecting desired results and monitoring performance; improve teaching and learning by supporting students in their learning and maximizing teachers' effectiveness; and foster a culture for improvement by developing a learning community and leading for improvement (NSSE, 2004).

The ultimate goal of the school improvement process is to improve teaching and learning. Schools and systems that support students in their learning (NSSE, 2004):

- maintain systemwide expectations for student learning that reflect academic, cognitive, and metacognitive skills
- deliver on the expectations for student learning through a curriculum that is coherent and rigorous

- align an assessment system with curriculum which is enacted in the classroom through instruction
- support the equitable opportunity of students to learn through individualization and differentiation
- provide student support services and special programs to optimize individual student learning
- support a student learning community that includes student involvement beyond the classroom and that offers a safe environment
- involve families and the community in supporting children as learners

Research-based current practices and characteristics of high-performing schools in the areas of curriculum, instruction, assessment, and organization may be found in various publications. To assist you in your self-analysis of your capacity to be effective in these critical areas, research documents are included in the Appendices of Component 4 of the TCSPP Framework/Guide for your review and study.

Following a review of the research-based current practices and characteristics you must determine, as a school system, if you have the capacity to ensure effectiveness in the crucial areas of curriculum, instruction, assessment, and organization. You must also determine whether you have the ability to build and sustain that capacity for continuous student improvement and teacher development at the school level. This includes developing a Gap Analysis as a result of the work completed in Component 1.

To guide the examination of your system's current practices in the areas of curriculum, instruction, assessment, and organization, Component 4 of the TCSPP Framework/Guide provides several Work Guides and sets of reflective questions for your use.

Part II. Curricular Practices

School systems need to align their curriculum to the state content standards and design professional development that helps teachers understand the intent of the content standards, identify how students demonstrate proficiency on the standards, know how to interpret student performance, and use the diagnostic information to make instructional decisions (Hillcrest and Main).

As you begin the analysis process, determine the current curricular practices utilized in your school system. Refer to Part II, Component 4 of the Framework/Guide for focus questions, gap analysis, and summary questions related to curriculum.

Part III. Instructional Practices

A WestEd guide reports that "systemwide instructional improvement depends not only on a coherent infrastructure and the skills of individuals, but also on the capacity of the system to

nurture continuous learning.” Continuous improvement requires that school systems constantly reflect on questions such as, “How do you bring good alignment and coherence to your professional development program?” and “How do you build capacity?” (Hillcrest and Main).

As you begin the analysis process, determine the current instructional practices utilized in your school system. Refer to Part III, Component 4 of the Framework/Guide for focus questions, gap analysis, and summary questions related to instruction.

Part IV. Assessment Practices

Superintendents and school boards need good data to make informed decisions for improving student achievement. Though data-driven decision making is a critical and well-accepted strategy, the kinds of data systems use makes all the difference. Most systems have mounds of data; determining which data are relevant is key (Hillcrest and Main).

As you begin the analysis process, determine the current assessment practices utilized in your school system. Refer to Part IV, Component 4 of the Framework/Guide for focus questions, gap analysis, and summary questions related to assessment.

Part V. Organizational Practices

Weak system level organizations can undermine the most powerful instructional school level changes. Simply put, both instructional change and organizational reform are needed for systematic gains in academic achievement to occur (Bryk, Kerbow, & Rollow, 1997). Effective organizational structures at the student and teacher level have been identified in the middle school literature and have been adopted by a growing number of schools. These include but are not limited to: the use of small learning communities, looping, teacher teams, and common planning periods. Questions for school systems should revolve around whether or not their organizational structures support these types of research-based best practices in the local schools, and if not, why not? (MacIver and Balfanz).

As you begin the analysis process, determine the current organizational practices utilized in your school system. Refer to Part V, Component 4 of the Framework/Guide for focus questions, gap analysis, and summary questions related to organization.

The following Templates should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 4.

TCSPP TEMPLATE 4.1a

CURRICULAR PRACTICES

Current Curricular Practices	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)
Evidence of Practice							
Is the current practice research-based?							
Is it a principle & practice of high-performing school systems?							
Has the current practice been effective or ineffective?							
What data source(s) do you have that support your answer? (identify all applicable sources)							
Evidence of effectiveness or ineffectiveness							
Evidence of equitable system support for this practice							
Next Step (changes or continuations)							

TCSPP TEMPLATE 4.1b

CURRICULUM GAP ANALYSIS

The following are related to **Curriculum**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

Curriculum TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing high quality curricular practices?)
--

“What Ought to Be” – How Should we be Using Our: TIME
--

Curriculum MONEY Gap Analysis - Narrative Response Required
--

“What is” The Current Use of: MONEY
--

(How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing high quality curriculum practices?)

“What Ought to Be” – How Should we be Using Our: MONEY

TCSPS TEMPLATE 4.1b
(continued)

CURRICULUM GAP ANALYSIS

Curriculum PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing high quality curriculum practices?)

“What Ought to Be” – How Should we be Using Our: PERSONNEL

Curriculum OTHER RESOURCES Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing high quality curriculum practices?)

“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES

TCSPP TEMPLATE 4.1c

CURRICULUM REFLECTIVE QUESTIONS

The completed **Curriculum** gap analysis should enable the Systemwide Leadership Team to answer the following reflective questions relative to curriculum practices.

Curriculum Reflective Questions - Narrative Response Required
Are we providing equity and adequacy to all our schools?

Curriculum Reflective Questions - Narrative Response Required
Are we targeting funds and resources effectively to meet the needs of our schools?

Curriculum Reflective Questions - Narrative Response Required
Based on the data, are we accurately meeting the needs of students in our schools?

TCSPP TEMPLATE 4.1d

CURRICULUM SUMMARY QUESTIONS

The following summary questions are related to **Curriculum**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings regarding this area.

Curriculum Summary Questions- Narrative Response Required
--

What are our major strengths and how do we know?
--

Curriculum Summary Questions- Narrative Response Required
--

What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.

Curriculum Summary Questions- Narrative Response Required
--

How will we address our challenges?

TCSPP TEMPLATE 4.2a

INSTRUCTIONAL PRACTICES

Current Instructional Practices	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)
Evidence of Practice							
Is the current practice research-based?							
Is it a principle & practice of high-performing school systems?							
Has the current practice been effective or ineffective?							
What data source(s) do you have that support your answer? (identify all applicable sources)							
Evidence of effectiveness or ineffectiveness							
Evidence of equitable system support for this practice							
Next Step (changes or continuations)							

TCSPP TEMPLATE 4.2b

INSTRUCTIONAL GAP ANALYSIS

The following are related to **Instruction**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

Instructional TIME Gap Analysis - Narrative Response Required
--

“What is” The Current Use of: TIME

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

“What Ought to Be” – How Should we be Using Our: TIME
--

Instructional MONEY Gap Analysis - Narrative Response Required

“What is” The Current Use of: MONEY
--

(How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)
--

“What Ought to Be” – How Should we be Using Our: MONEY

TCSPP TEMPLATE 4.2b
(continued)

INSTRUCTIONAL GAP ANALYSIS

Instructional PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

“What Ought to Be” – How Should we be Using Our: PERSONNEL

Instructional OTHER RESOURCES Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing research-based instructional practices?)

“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES

TCSPP TEMPLATE 4.2c

INSTRUCTIONAL REFLECTIVE QUESTIONS

The completed **Instructional** gap analysis should enable the Systemwide Leadership Team to answer the following reflective questions relative to instructional practices.

Instructional Reflective Questions - Narrative Response Required
Are we providing equity and adequacy to all our schools?

Instructional Reflective Questions - Narrative Response Required
Are we targeting funds and resources effectively to meet the needs of our schools?

Instructional Reflective Questions - Narrative Response Required
Based on the data, are we accurately meeting the needs of students in our schools?

TCSPP TEMPLATE 4.2d

INSTRUCTIONAL SUMMARY QUESTIONS

The following summary questions are related to **Instruction**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings regarding this area.

Instructional Summary Questions- Narrative Response Required

What are our major strengths and how do we know?
--

Instructional Summary Questions- Narrative Response Required

What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.

Instructional Summary Questions- Narrative Response Required

How will we address our challenges?

TCSPP TEMPLATE 4.3a

ASSESSMENT PRACTICES

Current Assessment Practices	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)
Evidence of Practice							
Is the current practice research-based?							
Is it a principle & practice of high-performing school systems?							
Has the current practice been effective or ineffective?							
What data source(s) do you have that support your answer? (identify all applicable sources)							
Evidence of effectiveness or ineffectiveness							
Evidence of equitable system support for this practice							
Next Step (changes or continuations)							

TCSPP TEMPLATE 4.3b

ASSESSMENT GAP ANALYSIS

The following are related to **Assessment**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

Assessment TIME Gap Analysis - Narrative Response Required
Assessment MONEY Gap Analysis - Narrative Response Required
(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing research-based assessment practices?)
“What Ought to Be” – How Should we be Using Our: TIME

TCSPP TEMPLATE 4.3b
(continued)

**ASSESSMENT GAP
ANALYSIS**

<p>“What is” The Current Use of: MONEY (How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing research-based assessment practices?)</p>
<p>Assessment OTHER RESOURCES Gap Analysis - Narrative Response Required “What Ought to Be” – How Should we be Using Our: MONEY</p>
<p>Assessment PERSONNEL Gap Analysis - Narrative Response Required “What is” The Current Use of: PERSONNEL (How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing research-based assessment practices?)</p> <p>“What Ought to Be” – How Should we be Using Our: PERSONNEL</p>

“What is” The Current Use of: OTHER RESOURCES

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing research-based assessment practices?)

“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES

TCSPP TEMPLATE 4.3c

ASSESSMENT REFLECTIVE QUESTIONS

The completed **Assessment** gap analysis should enable the Systemwide Leadership Team to answer the following reflective questions relative to instructional practices.

Assessment Reflective Questions - Narrative Response Required
Are we providing equity and adequacy to all our schools?
Assessment Reflective Questions - Narrative Response Required
Assessment Reflective Questions - Narrative Response Required
Are we targeting funds and resources effectively to meet the needs of our schools?

Based on the data, are we accurately meeting the needs of students in our schools?

TCSPP TEMPLATE 4.3d

ASSESSMENT SUMMARY QUESTIONS

The following summary questions are related to **Assessment**. They are designed as a culminating activity for your self-analysis, focus questions discussions and findings regarding this area.

Assessment Summary Questions- Narrative Response Required
What are our major strengths and how do we know?
Assessment Summary Questions- Narrative Response Required
What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.
Assessment Summary Questions- Narrative Response Required

How will we address our challenges?

TCSPP TEMPLATE 4.4a
**ORGANIZATIONAL
PRACTICES**

Current Organizational Practices	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)	<u> </u> (identify practice)
Evidence of Practice							
Is the current practice research-based?							
Is it a principle & practice of high-performing school systems?							
Has the current practice been effective or ineffective?							
What data source(s) do you have that support your answer? (identify all applicable sources)							
Evidence of effectiveness or ineffectiveness							

Evidence of equitable system support for this practice							
Next Step (changes or continuations)							

TCSPP TEMPLATE 4.4b

ORGANIZATIONAL GAP ANALYSIS

The following are related to **Organization**. The process will identify the discrepancy, or the gap, between the current state – “What Is” – and the desired future state – “What Ought To Be.” The information for “What Is” should be in Component 1 and will be reviewed at this time.

Organizational TIME Gap Analysis - Narrative Response Required

“What is” The Current Use of: TIME

(How are we currently allocating our time as central office employees in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)
--

“What Ought to Be” – How Should we be Using Our: TIME
--

Organizational MONEY Gap Analysis - Narrative Response Required
--

“What is” The Current Use of: MONEY
--

(How are we currently allocating our funds in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)

“What Ought to Be” – How Should we be Using Our: MONEY

TCSPP TEMPLATE 4.4b
(continued)

ORGANIZATIONAL GAP ANALYSIS

Organizational PERSONNEL Gap Analysis - Narrative Response Required

“What is” The Current Use of: PERSONNEL

(How are we currently allocating personnel in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)

“What Ought to Be” – How Should we be Using Our: PERSONNEL

Organizational OTHER RESOURCES Gap Analysis - Narrative Response Required

“What is” The Current Use of: OTHER RESOURCES

(How are we currently allocating other resources in providing assistance to schools and building capacity around understanding and implementing research-based organizational practices?)

“What Ought to Be” – How Should we be Using Our: OTHER RESOURCES

TCSPP TEMPLATE 4.4c

ORGANIZATIONAL REFLECTIVE QUESTIONS

The completed **Organizational** gap analysis should enable the Systemwide Leadership Team to answer the following reflective questions relative to instructional practices.

Organizational Reflective Questions - Narrative Response Required
Are we providing equity and adequacy to all our schools?

Organizational Reflective Questions - Narrative Response Required
Are we targeting funds and resources effectively to meet the needs of our schools?

Organizational Reflective Questions - Narrative Response Required
Based on the data, are we accurately meeting the needs of students in our schools?

TCSPP TEMPLATE 4.4d

ORGANIZATIONAL SUMMARY QUESTIONS

The following summary questions are related to **Organization**. They are designed as a culminating activity for your self-analysis, focus questions discussions, and findings regarding this area.

Organizational Summary Questions- Narrative Response Required
--

What are our major strengths and how do we know?
--

Organizational Summary Questions- Narrative Response Required
--

What are our major challenges and how do we know? Place in prioritized order, based on data from Component 3.

Organizational Summary Questions- Narrative Response Required
--

How will we address our challenges?

COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

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COMPONENT 5

COMPREHENSIVE SYSTEMWIDE ACTION PLAN DEVELOPMENT

Part I. Introduction

You have completed the first four components of the Tennessee Comprehensive Systemwide Planning Process (TCSPP). Your findings direct you to the development of your school system's action plan. "The incorporation of the findings from the four components into the action plan will yield a data-driven, research-based plan focused on improving student learning. The action plan is to be driven by goals that address the needs identified as you analyzed the academic and non-academic data and the effectiveness of your instructional practices and organizational procedures (NSSE, 1997)." Additionally, you should incorporate requirements of the Reflective Matrix findings to ensure all program area needs are satisfied. This supports the one plan, one process concept.

As you begin the process of developing your Comprehensive Systemwide Action Plan, it is imperative that the process is collaborative; your system's beliefs, mission, and vision are reflected in your goals; and the implementation plan serves to build capacity at the local school level. A key indicator of success is that system level program personnel must collaborate for the plan to be successful.

In addition to establishing goals, your system personnel will identify action steps that address the stated goal. These action steps should be aligned with the needs/challenges determined through the detailed analysis of all data and the overall review of system effectiveness pertaining to instructional practices and organizational procedures. The action plan's implementation phase should include timeline, person(s) responsible, projected costs(s)/required resources, funding source, evaluation strategies, professional development, parent and community involvement, technology, communication, and measures of success/evaluation tools.

The format for the Comprehensive Systemwide Action Plan is a combination of the formats used in the Title I/Federal Programs Consolidated Plan and the Tennessee School Improvement Plan. To assist you in your work, the following definitions are given (Tennessee Consolidated Plan).

1. Goal – Goals are statements of desired student performance with the amount of expected, measurable growth and a reasonable end date. Therefore, they are measurable, data driven, specifically based on identified needs, linked to a reasonable timeframe, and express desired results. They should be written in student terms. "The students will..."
2. Action Steps – Action steps are interventions, objectives, activities, programs, and/or strategies to be taken to address the identified goals/needs. The major criterion for high-quality interventions is that they are research-based. These define what the teacher does and are written in teacher terms. "The teachers will..."

3. **Timeline** – The beginning and ending dates should be specified for each action. Be realistic when assigning the dates. Ongoing is not realistic as a timeline.
4. **Person(s) Responsible** – Much thought should be given to naming the person(s) responsible for ensuring the timely and complete work schedule of each action step.
5. **Projected Cost(s)/Required Resources** – Resources needed for each action step must be budgeted. This may possibly bring the most challenging decisions. You may wish to take an inventory of all available resources and how they are currently used. If gaps appear between what resources are available and what is needed, school system personnel must address availability of funding for conducting the action plan. Also, refer to the Tennessee Department of Education budgetary process, Federal Application Consolidated Tracking System (FACTS). FACTS does not alter the process of securing your federal dollars. It simply allows for a more efficient and effective method for the disbursement and tracking of funds. It is designed to reduce errors and expedite the procurement of your funds through an electronic process. In looking at your prioritized needs, the expenditures of your system should align themselves so that it is evident that you are addressing your identified needs adequately to improve achievement for all students.
6. **Funding Sources** – Various revenues available for conducting the specific action steps.
7. **Evaluation Strategy** – Define how you will know that the action step has been successful or there is a need to re-evaluate/redesign the action step.
8. **Professional Development** – Many of the action steps will require varying degrees of professional development and training. State how your school system will establish professional development to meet the diverse needs of teachers, administrators, paraprofessionals, and possibly others.
9. **Parent and Community Involvement** – Research indicates that the support of parents, guardians, and community members is important to school and school system improvement while parental involvement is a critical influence on the academic success of their students. (Tennessee Consolidated Plan, 19). Describe how your school system will promote parent and community involvement.
10. **Technology Plan** – State how your school system will use technology planning to meet the needs of teachers, administrators, paraprofessionals, and possibly others.
11. **Communication Plan** – State how your school system will use the communication plan to provide for effective communication between and among school system personnel and all stakeholders.

Part II. Action Plan Development

Begin work on your Action Plan through the development of **goals** based on prioritized challenges/needs identified in Component 3. Template 5.1 will be used to define each goal and action plan.

Part III. TCSPP Compliance Matrix

The TCSPP Compliance Matrix found in Component 5 of the TCSPP Framework/Guide should be used to ensure that all required areas have been addressed in the TCSPP where applicable.

The following Template should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 5.

TCSPP TEMPLATE 5.1

GOAL 1 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)

Revised DATE: _____

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Which need(s) does this Goal address?

How is this Goal linked to the system's Five-Year Plan?

ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)
IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)

 Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes

 Action
Step

 Action
Step

 Action
Step

 Action
Step

 Action
Step

Template 5.1 has been updated as of August 2007 to reflect the New Accountability Law.

Part III. TCSPP Compliance Matrix

The TCSPP Compliance Matrix should be used to ensure that all required areas have been addressed in the TCSPP where applicable. Answer each question in the appropriate column using the legend to indicate if the question has been addressed for each program area. In the large cell indicate where in the plan, or in other documentation, the information can be found. The “Systemwide” column should be marked to indicate that the question has been addressed on a systemwide level. Use the example below as a guide for completing the matrix. (When asked, “did you” describe, or include a description, the expectation is that a brief, concise, succinct paragraph was included in the plan or other system documentation.)

Example of Completed Matrix

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?	+	+	+	NA	+	NA	+	F S C A
Component 1, Template 1.1, pages 83 – 85								
Use a collaborative process to develop your program goals/objectives?	+	+	+	+	+	+	+	F S C E A T
Component 1, Template 1.1, page 87								
Define your beliefs?	+	+	+	NA	+	NA	+	F S C A
Component 2, Template 2.1								
Describe how the LEA will provide training to enable teachers to involve parents in their child's education? (Title II A, Sec 2122)	+	NA	NA	NA	NA	NA	+	F
Component 5, Goal 3, Action Step 2								
Prioritize your goals?	+	+	+	+	+	NA	+	F S C E A
Component 3, Table 3.6, pages 219 Component 3, Template 3.1, pages 224								
Define data collection and analysis processes?	+	+	+	+	+	NA	+	F S C E A
Component 1, Template 1.1, pages 86 – 87 Component 3, Template 3.1, pages 222 – 224								

(The cells identifying each program area are color coded and can be seen when viewing the document on screen or when printing in color. If the matrix is printed in black and white, the shading will appear in different tones of gray.)

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Establish annual measurable objectives for each school that – a) include an annual increase in the percentage of highly qualified teachers at each local school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-06 school year; and b) include an annual increase in the percentage of teachers who are receiving high-quality professional development?								F S
Include a description of the applicant's specific goals for using advanced technology to improve student academic achievement, aligned with challenging State academic content and student academic achievement standards? (Title II D, Sec 2414 & Erate)								F T
Include a description of the steps the applicant will take to ensure that all students and teachers in schools served by the LEA involved have increased access to educational technology, especially students in high poverty, high need, or high priority schools? (Title II D, Sec 2414)								F
Include a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research, leading to improvements in student academic achievement, as measured by challenging State academic content and student academic achievement standards? (Title II D, Sec 2414)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a description of how the applicant will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local educational agency, to further the effective use of technology in the classroom or library media center? (Title II D, Sec 2414 & Erate)								F T
Include a description of how the applicant will integrate technology (including software and other electronically delivered learning material) into curricula and instruction, and a timeline for such integration? (Title II D)								F
Describe how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources? (Title II D)								F
Describe how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school? (Title II D)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology? (Title II D)								F
Describe the process and accountability measures that the applicant will use to evaluate the extent to which activities funded are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards? (Title II D)								F
Describe the actions the LEA will take to assist high priority schools? (Title I, Sec 1112) High Priority LEA Requirement —The LEA's revised TCSPP includes the LEA's responsibilities for improvement.								F S A
Describe how the eligible entity will hold elementary schools and secondary schools receiving funds accountable for: <ul style="list-style-type: none"> annually measuring the English proficiency of LEP students (by use of the CELLA.) meeting Title III English proficiency annual measurable objectives; and making AYP for LEP students. (Title III, Sec 3116) Title III Accountability LEA Requirement —The LEA will develop Title III "improvement" strategies to address the Title III benchmark(s) not met.								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards for students classified as LEP, IDEA, Migrant, Neglected and Delinquent, Indian children served under Title VII, Homeless, and Immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of services? (Title I, Sec 1112)								F S
Describe the strategy the LEA will use to coordinate programs with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff in accordance with sections 1118 and 1119? (Title I, Sec 1112)								F
Describe how the LEA will coordinate and integrate services provided with other educational services at the LEA or individual school level such as: Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, as well as, services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children, and immigrant children? (Title I, Sec 1112)								F
Describe how the LEA will ensure that all paraprofessionals and all teachers of core academic courses are highly qualified by the end of 2005-06? (Title I, Sec 1119) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of core academic courses taught by highly qualified teachers.								F S C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe the services the LEA will provide homeless children? (Title I, Sec 1112)								F
Describe the strategy the LEA will use to implement effective parental and community involvement, including parents of LEP students? (Title I, Sec 1112) High Priority LEA Requirement —The LEA's revised TCSPP includes strategies to promote effective parental involvement in the schools.								F
Describe the professional development activities and how these activities will be aligned with challenging State academic content standards and the curricula and programs tied to the standards? (NCLB) High Priority LEA Requirement —The LEA's revised TCSPP provides for high-quality staff development for instructional staff that focuses primarily on improved instruction (includes the results of the district's professional development survey and an explanation of how the district used the required 10% set aside in Title I for professional development as required by NCLB.)								F
Describe how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement? (NCLB) High Priority LEA Requirement —The LEA's revised TCSPP incorporates strategies grounded in scientifically based research (SBR) that will strengthen instruction in core academic subjects.								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students? (NCLB)								F
Describe how the LEA will coordinate professional development activities provided through Federal, State, and local programs? (NCLB)								F
Describe the professional development activities that will be made available to teachers and principals and how the LEA will ensure that the PD (which may include teacher mentoring) needs of teachers and principals will be met? (Title II A, Sec 2122) Title IIA Accountability LEA Requirement —The LEA has developed Title IIA “improvement” strategies to increase the percentage of teachers reporting high quality professional development.								F
Describe how the LEA will train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy? (Title II A, Sec 2122 & Title II D, Sec 2414)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency? (Title II A, Sec 2122)								F
Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students? (Title II A, Sec 2122)								F
Describe how the LEA will provide training to enable teachers to involve parents in their child's education? (Title II A, Sec 2122)								F
Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning? (Title II A, Sec 2122)								F
Conduct a needs assessment with the involvement of teachers and did it take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students the opportunity to meet challenging State and local student academic achievement standards? (Title II A, Sec 2122)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include on your planning committee, parents and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A, Sec 4114)								F
Collect relevant objective data which also includes participating private schools and community data so you can determine the prevalence of factors that put students at risk of using illegal drugs or engaging in undesirable behaviors? (Title IV A, Sec 4114)								F
Collect relevant objective data which also reflects protective factors, assets, or buffers that promote positive youth development? (Title IV A, Sec 4114)								F
In the selected programs or activities, address the risk and protective factors based on scientific research that provides evidence that the program to be used will reduce violence and illegal drug use? (Title IV A, Sec 4114)								F
Include measurable indicators for risk and protective factors that the system will address and target services to schools and students with the greatest need? (Title IV A, Sec 4114)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include a plan to have meaningful and ongoing consultation with the planning committee to seek advice regarding how best to coordinate the LEA's activities with other related strategies, program, and activities being conducted in the community? (Title IV A)								F
Develop your application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals)? (Title IV A)								F
On an ongoing basis, consult with such representatives and organizations in order to seek advice regarding how best to coordinate such agency's activities under this subpart with other related strategies, programs, and activities being conducted in the community? (Title IV A)								F
Include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services? (Title II D & Erate)								F
Provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy? (Title II D & Erate)								F

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise? (Erate)								T
Provide a complete description of the extended learning program content, grade level, subject area, and timeframe (summer and school year)?								E
Include at least one concrete, quantifiable measure related to the SBE Master Plan and any other appropriate measures related to how well the objective has been met?								E
Describe the process for evaluating the work you have done?								E
Include an extended contracts employment summary?								E
Define your leadership team?								F S C A
Include on your leadership team – teachers, principals, administrators, other appropriate school personnel, parents (including a parent with a child with disabilities), and students?								F S C A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Define your subcommittees?								F S
								E A
Define significant system and common factors?								S
								A
Profile your system and community?								F S
								E A
Use a collaborative process to develop your program goals/objectives?								F S C E A T
Define your beliefs?								F S C
								A
Define your mission?								F S C E A
Define your vision?								F S C E A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify academic and non-academic assessment measures?								F S C E A
Define data collection and analysis processes?								F S C E A
Include report card results?								F S C E A
Explain what you learned from all of the data?								F S C A
Prioritize your goals?								F S C E A T
Indicate that procedures are in place to identify and correct non-compliance issues in a timely manner? (i.e. through monitoring, complaints, mediations, and hearings.) SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) at: http://www.state.tn.us/education/speced/sereports.php , SPP/APR Indicators # 15-19.								F S C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Indicate that system procedures and practices ensure collection and reporting of accurate and timely data? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 20.								F S C A
Identify strengths and weaknesses based on the data?								F S C A
Compare the graduation rate for 12 th grade career-technical concentrators to the graduation rate of 12 th grade academic graduates?								C
Compare the performance results for special population, 12 th grade career-technical concentrators with non-special population, 12 th grade career-technical concentrators?								C
Determine the percentage of 12 th grade career-technical concentrators achieving academic attainment for graduation?								C
Determine the percentage of 12 th grade career-technical concentrators attaining 75% of career-technical competencies?								C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the percentage of 12 th grade concentrators graduated from the previous year, employed in the program area or related field; enrolled in a post-secondary institution; or a member of the military?								C
Determine the percentage of non-traditional students enrolled in a career-technical program?								C
Determine the percentage of non-traditional students classified as concentrators in a career-technical program?								C
Describe the results derived from analyzing the state assessment by student subgroup? High Priority LEA Requirement —The LEA's revised TCSPP defines specific measurable achievement goals and targets for each of the student subgroups whose disaggregated results are included in the AYP determination.								F S C A
Identify and describe additional types of academic assessments, beyond the state assessment, used by the system?								F S E A
Analyze disaggregated high school graduation rates and define what was determined?								F S C A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Analyze disaggregated elementary/middle attendance rates and define what was determined?								F S
							A	
Indicate that Parent Notification of assessment data has been disseminated to parents in a uniform format and provided in a language understood by all parents?								F S C
Define the current reality of student learning?								E A
Analyze faculty perception of your system?								S E A
Analyze parent perception of your system?								S E A
Analyze community perception of your system?								S E A
Analyze student perception of your system? (if applicable)								S E A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Identify your Component 3 priorities of need?								F S C A
Identify the strengths and weaknesses of your decision-making process?								S C E
Define how material, human services, and funding sources are used to ensure school improvement?								F S C E A
Identify what programs and processes are in place for curriculum analysis and support?								F S C E A
Identify what programs and processes are in place for analyzing and supporting the instructional process?								F S C E A
Indicate that the system reviews data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if significant disproportionality is identified, does the LEA review and as appropriate revise policies, procedures and practices?								S C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine the needs of children with disabilities based on information from an appropriate evaluation?								S
								E
Indicate that the provision of a free appropriate public education to children with disabilities is facilitated through parent involvement, i.e. through parent training, dissemination of information (newsletters, pamphlets, surveys, number of parents reached/trained, etc.)?								S
Define how you will assist career-technical students in meeting or exceeding academic graduation requirements?								C
Define how you will assist career-technical students in mastering occupational skill competencies?								C
Determine how to ensure programs are of sufficient size, scope, sequence to improve career-technical education students' performance in a coherent sequence of subjects (both academic and career-technical) leading to higher learning and/or placement in a high skill, high wage occupation?								S C
Define how you will meet the needs of special population students preventing discrimination and assisting in their attainment of academic and career-technical skills?								S C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine how you will promote non-traditional enrollment in career-technical programs?								C
Determine how you will ensure the annual developing and updating of 4 & 6 year plans as required by the high school policy? (Initial 8 th grade student and parent meetings to develop 4 & 6 year plans and process for making revisions to 9-12 th grade plans.)								S C
Determine how the system will provide additional educational assistance to low-achieving students? High Priority LEA Requirement —The LEA's revised TCSPP addresses the fundamental teaching and learning needs of schools in the district, especially the needs of low-achieving students.								F S C E A
Describe the actions the system will take to assist low-achieving schools identified as in need of improvement?								F S E A
Provide the system plan of action to offer school choice and supplemental services for those schools that qualify?								F S
If applicable, in Targeted Assisted Schools identify eligible children most in need of services?								F S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Describe how the system will coordinate and integrate services to include: - transition from Head Start, or other similar program, to elementary school?								F S
If applicable, describe the activities funded by the system which support preschool programs?								F S E
Describe the system strategy to implement the Parent Involvement Policy found in NCLB 1118?								F E
If applicable, describe the system's extended learning time programs (after or before school, or extended school year)? High Priority LEA Requirement —The LEA's revised TCSPP includes, as appropriate, student learning activities before school, after school, during the summer, and during any extensions of the school year.								F S E
Determine the effectiveness of your curriculum, instruction, assessment, and organizational structure?								F S C A
Determine to what degree you meet SACS standards?								A

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine to what degree the stakeholder perception matches your current reality?								S
								A
Identify your Component 4 priority of needs?								F S C
								A
Define your goals? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)								S C E A T
Define your action steps? (including professional development needs, responsibility assignment, resources needed, estimated timeline, community involvement, means of evaluation)								S C A T
Define your implementation plans?								S C E A
Address in your action plan the required clusters for your program area?								C
Based on data, determine how the system goals include and address continuous career-technical program improvement?								C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Determine how the system addresses plans for meeting performance levels on the core indicators of performance? (must address each deficient core)								S C
Define what staff development your system will provide for career-technical teachers to assist them in exceeding the core indicators of performance?								C
Define what summative assessment will be used?								S A
Describe how you will evaluate the SIP process?								S A
Determine how you will address monitoring recommendation found in the systems' most recent career-technical and special education program evaluations?								S C
Address in the action plan the evaluation process required for each question within each cluster area?								S C
Determine how you will evaluate the system assessment process of career-technical programs that is used to ensure continuous program improvement?								C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
In the TCSPP did you: (Indicate where in the plan, or other system documentation, this information can be found.)								
Discuss the Review/Revision Process of your comprehensive systemwide plan? High Priority LEA Requirements — The LEA's revised TCSPP includes the SEA's responsibilities for improvement. The LEA's revised TCSPP includes a determination of why the district's previous plan did not bring about increased student academic achievement.								F S
Define your plans for implementation and evaluation of your action plan?								F S C A

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The percent of youth with IEPs graduating from high school with a regular high school diploma are comparable to the percent of all youth in your LEA graduating with a regular diploma? SPED State Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 1/CPR # 1 (20 U.S.C. 1416 (a)(3)(A))								S C

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>The percent of youth with IEPs dropping out of high school are comparable to the percent of all youth in your LEA dropping out of high school?</p> <p>SPED State Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation. SPP/APR Indicator # 2/ CPR # 2 (20 U.S.C. 1416 (a)(3)(A))</p>								S
<p>Participation and performance of children with disabilities on statewide assessments:</p> <p>A. Percent of schools meeting the State's AYP objectives for progress for disability subgroup.</p> <p>B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternative assessment against grade level standards; alternate assessment against alternate achievement standards.</p> <p>C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 3/ CPR # 3 (20 U.S.C. 1416 (a)(3)(A))</p>								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>Rates of suspension and expulsion:</p> <p>A. Percent of schools identified by the LEA as having a significant discrepancy in the rates of suspensions & expulsions of children with disabilities for greater than 10 days in a school year; and</p> <p>B. Percent of school identified by the LEA as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 4/ CPR # 4 (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))</p>								S
<p>The number and percent of children with IEPs ages 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day</p> <p>B. Removed from regular class greater than 60% of the day</p> <p>C. Served in either public or private separate schools, residential placements, or homebound or hospital placements?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 5/ CPR # 5 (20 U.S.C. 1416(a)(3)(A))</p>								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>The number and percentage of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood / part-time early childhood special education settings)?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 6/ CPR # 6 (20 U.S.C. 1416(a)(3)(A))</p>								S
<p>The percentage of preschool children with IEPs who demonstrate improved:</p> <p>A. Positive social-emotional skills (including social relationships);</p> <p>B. Acquisition and use knowledge and skills (including early language/communication and early literacy); and</p> <p>C. Use of appropriate behaviors to meet their needs?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 7/ CPR # 7 (20 U.S.C. 1416 (a)(3)(A))</p>								S
<p>Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) SPP/APR Indicator # 8/ CPR # 8 (20 U.S.C. 1416 (a)(3)(A))</p> <p>*LEA may use State parental survey or develop one of their own for the TSCPP.</p>								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
The percentage of schools identified by the LEA as having disproportionate representation of racial and ethnic groups identified for special education and related services that is the result of inappropriate identification? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 9 & State Indicator – Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))								S
The percent of schools identified by the LEA with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator 10 and State Indicator for Intellectually Gifted. (20 U.S.C. 1416(a)(3)(C))								S
Percent of children with parental consent to evaluate, who where evaluated and eligibility determined within 60 days (or State established timeline)? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 11. (20 U.S.C. 1416(a)(3)(B))								S
The number of children referred by Part C prior to age 3 who are found eligible for Part B services and who have an IEP developed & implemented by their third birthday? SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 12. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))								S

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

TCSPP Compliance Matrix 5.1

	Federal Programs (F)	Special Education (S)	Career-Technical (C)	Extended Contract (E)	SACS (A)	Technology (T)	Systemwide	
Do your Most Current Data used in the CURRENT Year's TCSPP indicate that:								
<p>The number and percentage of youth with disabilities age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 13. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))</p>								S
<p>The number and percentage of youth with disabilities who had IEPs, are no longer in secondary school and who are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school as compared to nondisabled youth no longer in secondary school?</p> <p>SPED State Measurement: Refer to TN. Part B State Performance Plan (2005-2010) Indicator # 14. Using federal criteria, Goal can not be less than 100% Compliance (20 U.S.C. 1416(a)(3)(B))</p> <p>* LEA can use state transition survey (in process of development) or develop own procedure for TCSPP</p>								S

As you implement your TCSPP, it is imperative that you monitor and review your Compliance Matrix regularly to ensure that all programmatic needs are being met. These needs should be embedded into your Component 5 Action Plan where possible to create a seamless and comprehensive approach to student achievement.

Yes, addressed = +

No, not addressed = X

Not Applicable to the program area = NA

COMPONENT 6

PROCESS EVALUATION, IMPLEMENTATION, AND MONITORING/ADJUSTING PLAN FOR ACHIEVING RESULTS

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COMPONENT 6

PROCESS EVALUATION, IMPLEMENTATION, AND MONITORING/ADJUSTING PLAN FOR ACHIEVING RESULTS

Part I. Introduction

The Tennessee Comprehensive Systemwide Planning Process (TCSPP) is scientifically research based and designed to be a continuous improvement planning process for use in all Tennessee school systems. It is a method for analyzing the current level of capacity building, provision of support to all schools from system personnel, and effectiveness of central office personnel. The purpose of the process is to positively impact student achievement by asking the following questions of central office personnel:

1. Are we being effective as administrators in supporting our schools and how do we know?
2. Are we building capacity in our schools and closing achievement gaps for all students and how do we know?

It is essential that system central office personnel address the issues posed by these two questions. Two times a year, at a minimum, system personnel should meet to ask themselves these questions. In this way, system personnel are continuously reviewing, analyzing, and synthesizing all types of data in order to review the effectiveness of their TCSPP, rather than waiting for a year with no evaluation of progress to determine effective implementation of the plan.

Component 6 focuses on four objectives: 1) the review of the TCSPP process, 2) the implementation of the TCSPP action steps, 3) a projected plan for monitoring and adjusting that includes reflection on the two questions above, and 4) the ongoing monitoring and adjusting of the system plan.

The first objective is the focus of Part II, which provides a structure for reflecting on the results of the planning process to date. Part III guides the Component 6 Leadership Team in the development of a plan for implementation of the Component 5 Action Steps. Part IV directs the process of creating a plan for monitoring and adjusting with a focus on evaluation of results. Part V outlines the process for submission to the Tennessee Department of Education.

Part II. Review of the TCSPP Process

Reflection is an important part of planning, and generally central office personnel are too busy to take the time necessary for collegial reflection. As is stressed throughout the TCSPP Framework/Guide, collaboration with the entire leadership team will guarantee that all involved

central office personnel are engaged in planning for systemwide improvement for its schools, will ensure the redundancy in staff time and additional costs for data collection are reduced, and will minimize turf issues with improved collaboration and communication using this suggested reflection and evaluation process. The Component 6 Leadership Team can address the executive reflection questions found in Part II, Component 6 of the TCSPP Framework/Guide as part of their reflection on the entire planning process.

Part III. TCSPP Implementation

An implementation plan has been written using an array of systemwide data. The implementation plan consists of action steps that should lead the system to increased student achievement. What are the next steps? The plan must now become a living document. There must be a continuous cycle to implement, monitor, adjust, and sustain the systemwide planning process. The reflection questions found in Part III, Component 6 of the TCSPP Framework/Guide may be used in the creation of a process to implement the TCSPP.

Part IV. Process for TCSPP Monitoring and Adjusting

The process for initiating improvement is not an event; it is a continuous cycle that was defined many years ago by W. Edwards Deming. The cycle includes planning, doing, checking, acting (PDCA). The planning leads to doing which leads to checking which leads to acting and then back to planning. The process never ends. You are beginning the implementation (doing). The monitoring (checking) and adjusting (acting) must follow. The executive reflection questions found in Part IV, Component 6 of the TCSPP Framework/Guide may be used to guide the Component 6 Leadership Team as they make decision to create the monitoring and adjusting process.

Part V. TCSPP Monitoring and Adjusting (by the Systemwide Leadership Team)

This portion of Component 6 will not be complete when the initial TCSPP is submitted to the Tennessee State Department of Education. Part V, Component 6 of the TCSPP Framework/Guide may be referred to for more guidance.

Part VI. Evaluation of Implementation Results

Refer to Part VI, Component 6 of the TCSPP Framework/Guide for reflection questions to assist in evaluating the impact of the implementation of your goals and action steps.

The following Templates should be completed and submitted to the Tennessee Department of Education as a result of the work completed in Component 6.

TCSPP TEMPLATE 6.1

TCSPP PROCESS EVALUATION

The following summary questions are related to **Process**. They are designed as a culminating activity for you to analyze the process used to develop this systemwide improvement plan.

Evidence of Collaborative Process - Narrative Response Required
--

What evidence do we have that shows that a collaborative process was used throughout the entire planning process?

Evidence of Alignment of Data and Goals - Narrative Response Required
--

What evidence do we have that proves alignment between our data and our goals?
--

Evidence of Communication with All Stakeholders- Narrative Response Required

What evidence do we have of our communication of the TCSPP to all stakeholders?

Suggestions for the Process- Narrative Response Required

What suggestions do we have for improving our planning process?

TCSPS TEMPLATE 6.2

TCSP Implementation Evaluation

The following summary questions are related to **TCSPP Implementation**. They are designed as a culminating activity for you to plan the monitoring process that will ensure that the action steps from Component 5 are implemented.

Evidence of Implementation - Narrative Response Required
What is our plan to begin implementation of the action steps?

Evidence of the Use of Data - Narrative Response Required
What is the plan for the use of data?

TCSPP TEMPLATE 6.3

TCSPP MONITORING AND ADJUSTING EVALUATION

The following summary questions are related to **TCSPP Monitoring and Adjusting**. They are designed as a culminating activity for the system to plan the monitoring process that will ensure that the systemwide improvement plan leads to effectively supporting local schools and building capacity for improved student achievement for all students.

Evidence of Monitoring Dates – Listing Required
What are the calendar dates (Nov/Dec and May/June) when the Systemwide Leadership Team will meet to sustain the Tennessee Comprehensive Systemwide Planning Process? <i>Identify the person(s) responsible</i> for monitoring along with their position and the role they will play in the monitoring process.

Evidence of a Process for Monitoring Plan - Narrative Response Required
What will be the process that the Systemwide Leadership Team will use to review the analysis of the data from the assessments and determine if adjustments need to be made in our plan?

TCSPP TEMPLATE 6.3
(continued)

TCSPP MONITORING AND ADJUSTING EVALUATION

Evidence of a Process for Adjusting Plan- Narrative Response Required

What will be the process that the Systemwide Leadership Team will use for adjusting our plan (person(s) responsible, timeline, action steps, resources, evaluation strategies) when needed?

Evidence of a Plan for Communicating To All Stakeholders- Narrative Response Required

How will the Systemwide Leadership Team communicate success/adjustments of the plan to stakeholders?

TCSPP TEMPLATE 6.4

TCSPP EXECUTIVE SUMMARY (ES)

All systems will submit the following Executive Summary to the Tennessee Department of Education. (Note: High priority systems will submit the entire TCSPP.)

What's working?	Evidence

What deficiencies do we have? Why did we receive the deficiencies?	Evidence

How are we addressing the deficiencies? What changes are we making?	Evidence

TCSPP Compliance Matrix 5.1

TCSPP TEMPLATE 6.5

EVALUATION OF IMPLEMENTATION RESULTS

	FULLY Implemented Yes or No	PARTIALLY Implemented Yes or No	GOAL MET Yes or No	If met, how do we know?	If not met, what are next steps?
Goal 1					